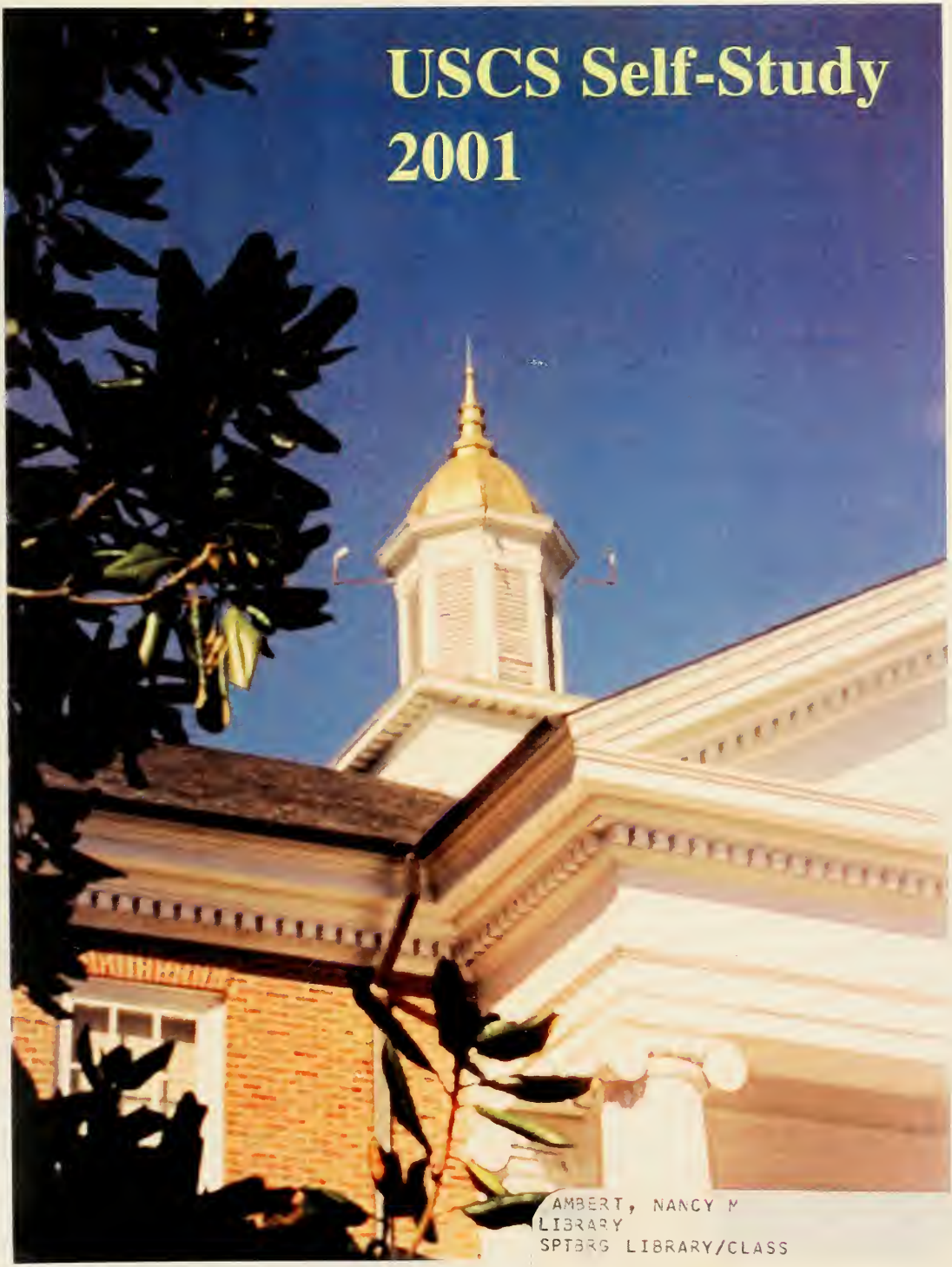
# USCS Self-Study 2001



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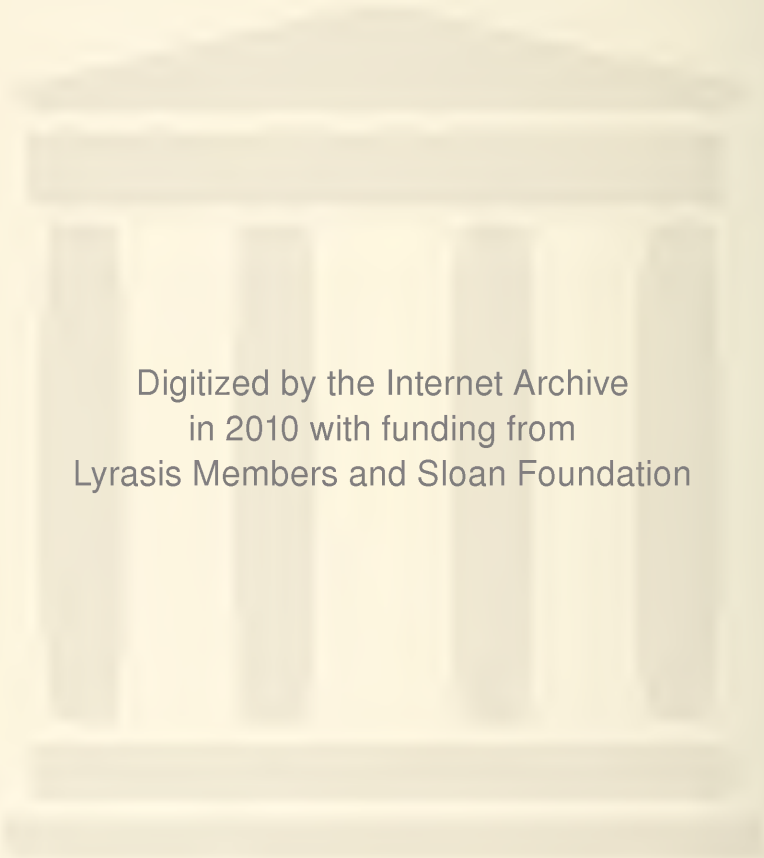

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USCS

University of South Carolina Spartanburg

# Self Study 2001

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# Preface

## The Self-Study: Purpose, Organization, Process

*Purpose of the Self-Study*

This self-study by the University of South Carolina Spartanburg examines planning and evaluative procedures, academic programs, administrative offices, academic support services, student development, intercollegiate athletics, finances, and physical facilities in the context of the USCS mission as a metropolitan university. A broad-based effort undertaken by representatives from across the USCS community, the self-study is intended to improve the institution, its programs, and its services.

*Goals of the Self-Study*

Its goals are to

- Increase the scope and accuracy of planning and evaluative procedures;
- Strengthen academic programs to improve the quality of student education;
- Ensure the adequacy of physical facilities and financial resources to achieve institutional goals;
- Provide students with appropriate co-curricular activities and support services.

*Selection of the Self-Study Team*

The Chancellor, consulting with the Executive Vice Chancellor for Academic Affairs, appointed the Director of the Self-Study and the Associate Director. The Director, the Associate Director, the Chancellor, and the Executive Vice Chancellor selected Steering Committee members and the chairs of the principal committees. Members of the principal committees were nominated by the chairs or by administrators in areas related to the duties of the committee being considered. The Steering Committee and the chairs of the principal committees meeting jointly selected these members. Committee chairs then invited the nominated

members to participate. The Director chose the Editor. The President of the Student Government Association appointed a student member for each committee.

All members of principal committees were chosen for their interest or expertise in the area of study. Committees were filled with people diverse in their institutional function, unit of service, and years of employment. Administrators and staff only serve as resource persons on committees examining their areas of responsibility.

*Organization*

The Self-Study Director, who also serves as Steering Committee Chair, manages the self-study process. An Associate Self-Study Director whose primary responsibility is institutional effectiveness assists him. All major decisions about the self-study and the resulting reports are made by a six-person Steering Committee consisting of the Director, the Associate director, the Editor, and three others selected for the expertise they bring to the project.

*Committees*

A self-study report was researched and compiled by the members of nine principal committees: 1) Principles and Philosophy of Accreditation, Institutional Purpose; 2) Institutional Effectiveness; 3) Educational Programs, Consortial Relationships, and Contractual Agreements; 4) Faculty; 5) Educational Support Services; 6) Student Development Services; 7) Intercollegiate Athletics; 8) Organization, Administration, and Corporate Entities; and 9) Financial and Physical Resources. Each of these committees has a chair and an editor. Each worked in cooperation with the Institutional Effectiveness Committee on all criteria under study that involve planning or evaluation. Each member of the Steering Committee was assigned as liaison to one or two of the principal committees.

*Responsibilities*

*The Self-Study Director* managed the entire process, requested adequate resources to support it, chaired the Steering Committee, guided the development of the self-study plan and manual, informed the USCS community about the nature and progress of the self-study, provided for

appropriate institutional review and approval of the drafts of the self-study report, saw to its timely publication, oversaw arrangements for the visiting committee, and arranged for appropriate consideration of the recommendations generated by the self-study. As Steering Committee Chair, the director presided over the work of the steering committee, coordinated the work of the other committees, kept the self-study process on schedule, worked for the accomplishment of the self-study goals, and assisted the editor in preparing the preliminary and final drafts of the report.

*The Associate Director* focused on institutional planning and evaluation and assisted the director as needed.

*The Editor* worked with the Director to orient the editors on the principal committees to the stylistic conventions of the self-study report, edited draft reports, and edited the final draft.

*The Steering Committee* led the project, developed and executed the self-study plan, created the self-study manual, oriented and trained the self-study committee chairs, coordinated the activities of the other committees, developed and administered all self-study surveys and questionnaires and supervised the gathering and organization of other data, helped develop the self-study budget, monitored the progress of the self-study, mediated jurisdictional questions and reconciled conflicting viewpoints, evaluated the reports and recommendations of the principal committees, provided progress reports to SACS, oversaw preliminary drafts of the report and their distribution and review, approved the final draft of the report, assisted in preparations for the committee visit, and helped develop a plan to follow up and implement the self-study recommendations.

*The Committee on the Principles and Philosophy of Accreditation, Institutional Effectiveness* is responsible for Sections I and II of the ***Criteria***. This committee reviewed institutional commitment and

responsibilities in the accreditation process, its eligibility for accreditation, and its institutional mission.

*The Committee on Institutional Effectiveness* is responsible for Section III of the ***Criteria*** and for all other criteria treating institutional effectiveness in other sections. It made an inventory of these criteria, evaluated institutional compliance with them, suggested means of compliance where appropriate, reported the status of compliance, and coordinated these efforts with the work of the other committees as necessary. The committee also advised the Steering Committee on the creation of surveys and questionnaires.

*The Committee on Educational Programs, Consortial Relationships, and Contractual Agreements* is responsible for sections 4.1 through 4.7 and sections 4.9 through 4.9.2 of the ***Criteria***. It evaluated graduate and undergraduate educational programs including admissions, completion requirements, curricula, instruction, and advisement. It reviewed institutional publications, distance learning programs, student records, consortial relationships and contractual agreements.

*The Committee on Faculty* is responsible for sections 4.8 through 4.8.10 of the ***Criteria.*** It evaluated the academic and professional preparation of the USCS faculty, its involvement in distance learning activities, part-time faculty, compensation, academic freedom, professional growth, faculty governance, faculty loads, and evaluation of faculty.

*The Committee on Educational Support Services* treats sections 5.1 through 5.3 of the ***Criteria***. It focused on the library, information technology and other instructional support.

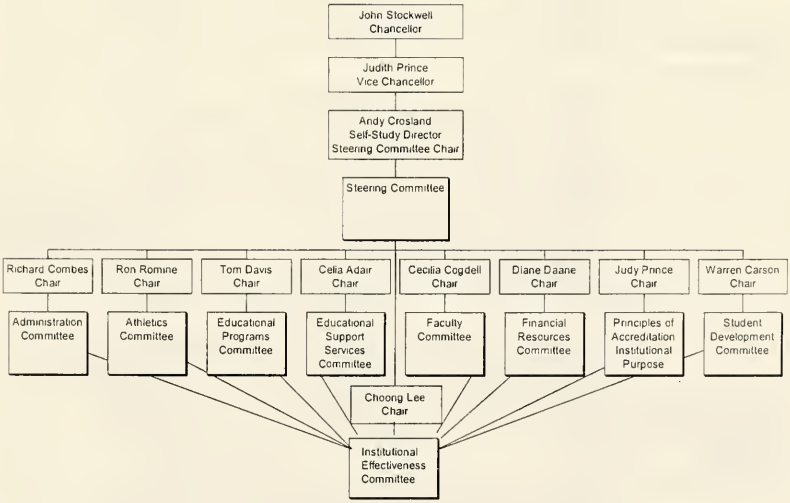
*The Committee on Student Development Services* is assigned sections 5.4 through 5.4.3.7. It studied student development programs and services, resources, counseling and career development, student government and activities, student behavior, residence halls, financial aid, health services and intramural athletics.

*The Committee on Intercollegiate Athletics* is responsible for sections 5.5 through 5.5.4 of the ***Criteria***. It considered the purpose, administrative oversight, academic responsibilities, and financial control of intercollegiate athletics.

*The Committee on Organization, Administration, and Corporate Entities* is responsible for sections 6.1 through 6.2.2 and sections 6.5 through 6.6 of the ***Criteria***. It studied the administrative organization of USCS, its governing board, its policies, institutional advancement, alumni affairs, fund raising, grants, and related corporate entities.

*The Committee on Financial and Physical Resources* treats sections 6.3 through 6.4.4 of the ***Criteria***. It examined the management, planning, and control of institutional finances and the issues of space management, maintenance, safety, and planning for physical resources.

USCS Self-Study Organization



*Roster*

| Committee | Name | Unit | Status |
|---|---|---|---|
| **Administration** | Bennett, Jerry | Business | Faculty |
| | Combes, Richard* | Social & Behavioral Science | Faculty |
| | Elnagar, Gamal | Math & CS | Faculty |
| | Gearhart, Bob | Development | Administrator |
| | Grubbs, Patti** | SGA | Student. |
| | Marshall, Elaine | Academic Affairs | Staff |
| | Scott, Richard | Business Affairs | Staff |
| | Shelley, Anne | Education | Faculty |
| | Wiltse, Helen | Library | Administrator |
| **Athletics** | Caldwell, Frank | Residence | Staff |
| | Ed Wilde. | Faculty Athletic Rep. | Faculty |
| | Hoke, Hillary** | SGA | Student |
| | Mike Hall | Athletics | Administrator |
| | Mitchell, Mark | Business | Faculty |
| | Prioleau, Rachelle | Fine Arts | Faculty |
| | Romine, Ron* | Metropolitan Institute | Administrator |
| | Shelden, Mim | Education | Faculty |
| | Stavely, Charles | Math & CS | Faculty |
| **Educational Programs** | Barnes, Eb | Natural Science | Administrator |
| | Davis, Tom* | Education | Faculty |
| | Henderson, Conway | Social & Behavioral Science | Faculty |
| | Murphy, Kathryn | Records | Staff |
| | Predmore, Richard | Fine Arts | Administrator |
| | Pryor, Betty | Nursing | Faculty |
| | Shough, Stewart | Business | Faculty |
| | Trail, Jonathan | Institutional Research | Staff |
| | Ulmer, M.B. | Math & CS | Administrator |
| | Waldrop, Linny** | SGA | Student |
| **Educational Support Services** | Adair, Celia* | Math & CS | Faculty |
| | Anderson, Sharon | Nursing | Faculty |
| | Hastings, Barbara | Business | Faculty |

| | | | |
|---|---|---|---|
| | Kennedy, Angela** | SGA | Student |
| | Kizer, Judy | Social & Behavioral Science | Faculty |
| | Krueger, Rick | Natural Science | Faculty |
| | Reed, Tom | Education | Faculty |
| | Robe, Regis | Fine Arts | Administrator |
| **Faculty** | Charles, Jim | Education | Administrator |
| | Cogdell, Cecilia* | Nursing | Faculty |
| | Gilbert, Linda | Math & CS | Faculty |
| | Labanick, George | Natural Science | Administrator |
| | Lambert, Nancy | Library | Faculty |
| | McDougal, Yancy | Social & Behavioral Science | Faculty |
| | Rice, Harriet | Fine Arts | Faculty |
| | Rook, Sara | Business | Faculty |
| | Tyler, Nichole** | SGA | Student |
| **Financial Resources** | Clary, Diana | Business | Administrator |
| | Connelly, Bob | Business Affairs | Administrator |
| | Daane, Diane* | Social & Behavioral Science | Faculty |
| | Ferrell, Jim | Nursing | Administrator |
| | Green, Chip | Library | Faculty |
| | Griffin, Jan | Social & Behavioral Science | Faculty |
| | Knox, Phil | University Police | Staff |
| | Marshall, Elaine | Academic Affairs | Staff |
| | Samuel, Shalonda** | SGA | Student |
| **Institutional Effectiveness** | Corbin, Scott | Information Technology | Staff |
| | Davis, Stan | Strategic Planning | Administrator |
| | Howard, Carlos** | SGA | Student |
| | Lee, Choong* | Social & Behavioral Science | Faculty |
| | Peel, Karen | Nursing | Faculty |
| | Schneider, Holle | Library | Faculty |
| | Stewart, Donnette | Admissions | Staff |
| | Trail, Jonathan | Institutional Research | Staff |

| | | | |
|---|---|---|---|
| **Principles of Accreditation** | Bohannan, Pat | Nursing | Administrator |
| | Brown, Jim | Social & Behavioral Science | Faculty |
| | Dellinger, Janice | Business Affairs | Staff |
| | Georguson, Leah** | SGA | Student |
| | Mills, Sharon | Student Affairs | Staff |
| | Prince, Judy* | Academic Affairs | Administrator |
| | Randolph, Linda | Education | Faculty |
| | Tanyel, Faruk | Business | Faculty |
| **Steering** | Booker, Jason** | SGA | Student |
| | Cogdell, Cecilia | Nursing | Faculty |
| | Crosland, Andy* | Academic Affairs | Administrator |
| | Davis, Stan | Strategic Planning | Administrator |
| | Knight, Don | Fine Arts | Faculty |
| | Puckett-Boler, Laura | Student Affairs | Administrator |
| | Prince, Judy | Academic Affairs | Administrator |
| **Student Development** | Berry, Steve | Business | Faculty |
| | Carson, Warren* | Fine Arts | Faculty |
| | Eudey, Betsy | Women's Studies | Administrator |
| | Jarratt-Hortis, Frances | Student Affairs | Staff |
| | White, Bill | Math & CS | Faculty |
| | Wiles, Leon | Student Affairs | Administrator |
| | Woods, Dena** | SGA | Student |

* **Committee chair**

** **These are the original student members; some have been replaced in later semesters.**

### *Organization of the Report*

This report begins with an introduction describing the institution, a brief history emphasizing the years since the last self-study, and a discussion of some of the principal issues facing USCS at the writing of this self-study. Following it are nine chapters, each prepared by one of the self-study committees. These chapters describe current circumstances in the area treated, present findings, analyze institutional strengths and weaknesses, and make and explain recommendations, suggestions, and proposals. Recommendations and suggestions treat issues mandated or advocated in the *Criteria*; proposals treat issues important to USCS.

Following each chapter is an appendix tracing institutional compliance with the criteria reviewed by the committee writing the chapter and listing appropriate documentation.

This process began with the appointment of a self-study director in July of 1998. It has involved continuous work from a large cross section of the USCS community since then. The process began with an audit of the criteria conducted by the principal committees. As the Steering Committee reviewed and reacted to these reports, the other committees discussed their findings and began to write chapters for the report describing and analyzing what appeared most significant. After the USCS community reviewed these reports, the self-study Director and the Editor compiled the report itself and the follow-up documents. The product of these efforts follows.

# Introduction

## The Self-Study: Profile, History, Issues

***Institutional Profile***

The University of South Carolina Spartanburg (USCS) is a coeducational, state-assisted, comprehensive metropolitan institution that is part of the University of South Carolina. USCS offers the associate degree in nursing, thirty-five bachelor's degree programs in the liberal arts, the sciences, business administration, nursing, and teacher education, as well as the master's degree in education. Enrollment in the fall of 1999 was 3775. The faculty totaled 256—125 full-time faculty, 25 administrators and librarians who hold faculty rank, and 96 part-time faculty members. Staff and administration number 198. Over three fourths of the students are white; nearly ninety percent are commuters; almost two-thirds are female; more than a quarter are part-time. Many are first-generation college students. In short, we have the "non-traditional" student profile common in metropolitan universities.

USCS is located near the foothills of the Blue Ridge Mountains. The 301-acre campus has eight major buildings, two major buildings in design stages, several athletic fields, twelve residential housing units, and some smaller structures.

The University is in Spartanburg, South Carolina, a city of nearly 44,500 located in a metropolitan area with 750,000 people in a thirty-mile radius of the city. Enjoying a temperate climate and located at the crossroads of two interstate highways as well as near an international airport, Spartanburg is a thriving commercial and industrial area. Over thirty-five industries have made their corporate headquarters here, including Advantica (food service), R. R. Donnelley & Sons (printing), Kohler Company (plumbing fixtures), and Milliken Research Corporation (textiles research). In 1994, BMW opened a 1.2 million square foot plant

in the county. More than ninety other international firms, representing fifteen nations, have joined the local business community, giving the area a uniquely diverse culture.

Located on I-85, which connects the burgeoning commercial centers of Atlanta and Charlotte, USCS is in the middle of a dynamic area of growth that has attracted an influx of corporate investment which has transformed the Upstate of South Carolina into a magnet for international commerce, a region which boasts the highest per capita investment of foreign capital in the nation

From its beginning, USCS has operated in partnership with school districts, health care institutions, businesses, and industries to develop academic and public service programs tailored to the needs of upstate South Carolina. The institutional mission has always been that of a metropolitan university, one "which acknowledges as its fundamental reason for being its relationship to its surrounding cities, their connecting corridors and expanding populations" while serving "students who are diverse in background, age, race, ethnicity, educational experience and academic goals." USCS clarified and reaffirmed its role in 1994 when it rewrote its mission statement to conform to its vision of becoming "one of the leading metropolitan universities of the Southeast, recognized as a center of superb teaching, experiential learning, regional partnerships, international opportunity, cultural diversity, and dynamic community activity."

It has embraced four broad goals of academic excellence, high quality student experience, broad partnerships, and operational stewardship. In recent years its quest for academic excellence has been manifest in a *U.S. News and World Report* ranking among the top 5 public liberal arts colleges in the South, the addition of its first graduate programs, accreditation of its education program by the National Council for Accreditation of Teacher Education, accreditation of its business program by the International Association for Management Education

(AACSB), accreditation of its nursing program without recommendation and with commendation, as well as its efforts to seek accreditation from the Computer Science Accreditation Commission, its reexamination of its general education requirements, and the introduction of several new majors.

It has provided students a high quality experience by doubling its academic scholarship investment over the last five years, by offering a rich annual program of cultural events, by providing apartment-style living quarters with full internet access, by creating an advisement center and integrated learning communities for freshmen, and by encouraging students to volunteer in community projects. It has established a Center for Women's Studies, the Office of Diversity Programs, the Office of Disability Services, and the Center for International Studies and Language Services to serve a diverse student population. It has a successful and varied athletics program.

USCS has sought broad partnerships in the region it serves by participating in the development of a high-end corporate park bordering the campus, providing land for community-funded joint-use athletic complexes on campus, launching the University School--a laboratory alternative school--and the Saturday Academy for at-risk youths, cooperating with the South Carolina School for the Deaf and Blind to create the state's only special education program for the visually impaired, making articulation agreements with regional and technical colleges, and finding experiential learning opportunities for students and faculty members.

Planning and careful stewardship of resources have allowed the University to prosper during a time of fiscal uncertainty in South Carolina Higher Education. It has invested in revitalizing University housing and in classroom modernization. USCS is among the most efficient academic institutions in South Carolina in its space utilization. Numerous "best practices" have been implemented in business and financial processing

with considerable savings to the institution. Grant revenue has increased over 40% during the past five years. The University embarked on its first capital campaign in 1995 with over 75% of the overall goal reached by January 2000.

USCS is part of the University of South Carolina. This institution consists of a research-oriented campus in Columbia with 22,600 students, 6,600 of whom are in graduate programs; two primarily four-year campuses in Aiken and Spartanburg; and five primarily two-year campuses at Allendale, Beaufort, Lancaster, Sumter, and Union.

*History*

The Spartanburg Regional Campus of the University of South Carolina, as the two-year school was first known, opened its doors in the fall of 1967 to 177 students, many of whom pursued an Associate of Science degree in technical nursing. Indeed, the impetus to establish the campus was the phasing out of a diploma program for registered nurses at a local hospital, Spartanburg General. The first classes met in this hospital's nursing residence. As enrollment grew in 1968, classes expanded into a nearby building vacated by the County Health Department. In 1969, rapid growth continued as the institution moved to its present campus north of Spartanburg.

Reaching an enrollment of 1000, USCS—then accredited as part of the University of South Carolina—became a candidate for four-year status under the provisions of a 1972 legislative act. In the fall of 1975, the Spartanburg Regional Campus officially became the University of South Carolina Spartanburg, and the South Carolina Commission on Higher Education approved its first 12 bachelor's degree programs. It received accreditation from the Southern Association of Colleges and Schools in 1976. Excepting a couple of static years in the early 1990s, enrollment and academic offerings have grown steadily.

The years since the last SACS visit in the spring of 1991 have been eventful. Days after the visiting team left, the Vice Chancellor for Academic Affairs proposed eliminating the positions of a group of

assistant vice chancellors reporting to him. This stirred a lengthy and sometimes heated debate among faculty members and administrators on the key Strategic Planning Committee. Antagonism over this and many other issues recently raised in the USCS Self Study escalated. A group of senior faculty members met and passed a vote of no confidence in the Chancellor. This group lobbied the newly appointed president of the University of South Carolina to remove the Spartanburg Chancellor, but the president was not responsive. Other votes of no confidence were passed by the USCS Faculty Senate, and students even demonstrated when the USC Board of Trustees met on the USCS campus.

During this period, many senior- and middle-level USCS administrators resigned or were removed. The embattled Chancellor was unable to steer the campus in productive directions, and institutional growth halted. The Chancellor retired in 1993.

An Interim Chancellor, an experienced administrator who began a process of institutional healing, replaced him. A new Chancellor was appointed in 1994. He introduced an ambitious agenda that restored the forward momentum and growth of the institution, including the substantive change of adding a graduate program in education.

*Issues*

USCS is at an interesting point in its development. It is strongly dedicated to its role as a metropolitan institution of higher education. It is serving a growing body of students with more and more programs. It is under-funded and financially strained. It is turning outward, actively seeking partnerships in and providing services to the region it serves. It has experienced tensions in its relation with USC Columbia, the flagship institution in the University of South Carolina system.

Educational support services have expanded significantly since the last self-study. In 1991, the library collection and staffing appeared deficient. The collection now strongly merits an "A" when measured by the Standards for College Libraries (ACRL, 1995). The professional staff is also now near an "A" level, but support staff and space are short.

Instructional technology has dramatically increased at USCS in the last decade in both quantity and quality. Most of the academic units have computer labs to support instruction, and the campus is networked. Technological growth feeds on itself and has fueled requests for "smart" classrooms, increased technical support for distance learning, the need to update a large computer inventory, and voracious consumption of printing supplies. Faculty members want more training in the use and classroom application of technology.

Although South Carolina has changed its funding formulas, the level of state support for USCS has not significantly increased since the last self-study. In 1999-2000, USCS was funded at $2.1 million less than the average of other teaching institutions in the state. In addition to seeking a fairer share of state funding, the institution has put more emphasis on obtaining money from sources other than the state. The Carolina Piedmont Foundation, which raises funds for USCS, has been increasingly active. Annual giving to the Foundation has increased from an average of $430,000 between 1990 and 1996 to $1.2 million in 1997, $2.1 million in 1998, and $2.2 million in 1999.

Funding for South Carolina institutions of higher education became "performance-based" in 1996. Universities and technical colleges are rated on 37 "performance indicators" and are funded accordingly. USCS earned an "exceeds" rating twice in the last four years, placing its performance above that for most other comprehensive teaching institutions in its rating category.

An essential issue for the institution's educational programs is growth. In the late 1980s and early 1990s, the curriculum remained stable. Little was added and little was changed. When USCS renewed its sense of mission as a metropolitan university in 1994, a movement began to restructure and to expand the curriculum to meet the needs of the students and the service area. Significant change has occurred, but it has generated some tension. The institution finds itself in the classic paradox of having

to grow to increase its resources while needing resources to grow. The allocation of resources among new and existing programs has also excited discussion as has the faculty workload related to curricular change.

The role of part-time faculty at USCS is a persistent concern stranded through all of its past self-studies. In the aftermath of the 1991 SACS visit, the institution set for itself the ambitious goal of limiting part-time instruction to about twenty percent of its offerings in any semester. Although it finds itself out of compliance with this standard in various academic disciplines from time to time, USCS has generally been successful in meeting the goal. In 1998, it began converting part-time teaching "slots" into full-time, non-tenured positions for instructors.

The measurement of institutional effectiveness has developed significantly at USCS since the last self-study. Indeed, the 1991 SACS reaffirmation process spurred early progress in institutional self-evaluation and planning. USCS then created an assessment committee as part of faculty governance; it established procedures for periodic evaluation of academic programs. As a state-supported institution of higher education, USCS was required to develop assessment and planning mechanisms to address 37 performance indicators defined in the 1996 "South Carolina Performance Funding Initiative." Finally, the Chancellor, working with the Associate Chancellor for Planning and the University Planning Committee, has created a strategic planning process that melds its goals in the budgeting process with those addressed in the other two assessment and planning frameworks.

These are some of the broad contours our study will follow. Other accomplishments, issues, and concerns will surface in the analyses to come. USCS is an institution that has suffered, changed, and grown in the last decade. It is at a crucial point in its development, and the self-assessment demanded by this study is valuable just now.

# Principles and Philosophy of Accreditation

## Self-Study: Section I

***Introduction***

The University of South Carolina Spartanburg is committed to offering high quality educational programs that meet the needs of the Upstate region. The University's wholehearted involvement in the accreditation process of the Southern Association of Colleges and Schools illustrates this commitment. The University believes the purposes of accreditation can best be accomplished through a voluntary association of educational institutions and enthusiastically participates in the accreditation process as stipulated by the Commission on Colleges of the Southern Association of Colleges and Schools.

***Commitment and Responsibilities***

As a member of the Southern Association of Colleges and Schools, the University of South Carolina Spartanburg accepts the responsibilities and commitment to accreditation and the self-study process. The University agrees to abide by all policies and procedures of the Commission.

Since July 1998, the University of South Carolina Spartanburg has been engaged in a comprehensive assessment of the entire University. Participants from all segments of University life, including administrators, faculty, staff, students, and a member of the USC Board of Trustees have participated in the self-study process. This report focuses on both the strengths and weaknesses of the University and formulates recommendations for future improvement. Follow-up procedures and follow-up plans are included.

The University of South Carolina Spartanburg has established a procedure for conducting a self-study, and extensive planning has gone into preparing for it. This analysis was undertaken by a broad-based, representative segment of the USCS community; has been disseminated

for discussion, comment and correction; and identifies institutional strengths and weaknesses.

Each principal committee studied an assigned set of criteria, wrote a "criteria audit" evaluating compliance with each criterion, explained its conclusion, and listed pertinent documentation. Each committee also wrote an analytical essay identifying areas of interest, pointing out strengths and weaknesses, and making suggestions and recommendations.

Commitment to participation in the activities and decisions of the Commission is evident in the way past self-study decisions have been handled. Three self-study reports have been completed at USCS--the first as part of a self-study of the University of South Carolina in 1971--and all SACS recommendations have been met. USCS participated in two other processes for SACS substantive change: an application for Level III status which was approved; an application for approval of delivery by distance learning technology of the RN to BSN offered by SCETV and the teacher education program offered by compressed video to USC Sumter. As accreditation is concerned with the improvement of educational quality, corollary activities of USCS that show the commitment of USCS to excellence are the recent national accreditation of the School of Education by NCATE, of the School of Nursing by National League for Nursing Accrediting Commission, and of the School of Business Administration and Economics by the American Association of Colleges and Schools of Business.

The University of South Carolina Spartanburg demonstrates its commitment to search for knowledge and its dissemination in the following ways: research activities of faculty and the financial support provided for them, the investment the university makes in its library, grant activity throughout the campus, and the inclusion of research and dissemination of knowledge in the annual evaluation process of faculty, including peer evaluations, tenure decisions, and post-tenure review of faculty.

Integrity means soundness, adherence to a code of values, and completeness. Integrity in the pursuit of knowledge refers to the ability to define clearly what USCS expects to happen in the pursuit of knowledge. By entering the difficult process of designing a new general education program with documented outcomes, USCS shows its commitment to the quest for excellence in that part of the educational process. Integrity requires that final authority for curriculum rests with the faculty, which it does at USCS. Integrity is staying faithful to the mission of USCS as well. All educational programs are linked to the mission. Each program has a conceptual framework to guide the implementation of that program on the campus. Adherence to a code of values is evident in policies and procedures established for the campus. The *USCS Student Handbook* shows that integrity is an expectation of students. Integrity in grading is evident in a clearly defined review process for grade challenges. Clear procedures exist for handling cheating. There is a committee to regulate the use of humans and animals in research.

Key constituencies of USCS include students, staff, faculty, personnel in business and industry, educators in K-12 schools, community leaders, and parents. Integrity in operations requires that important procedures be written; therefore, there must be a complete and updated catalog, and a policies and procedures manual. The *Catalog* and *Faculty Manual* are available at USCS both in printed form and on the web. Openness in operations and processes with all constituencies is essential. Faculty and administration salaries are open to the public. USCS opens important decisions to the USCS community and to the surrounding community. There is participation by the community, including the business community, in essential processes of the institution.

Complete and accurate information about the institution's operation is provided in the Documentation Center for SACS. Reports of other accrediting, licensing, and internal and external auditing agencies are included with this documentation. The Director of the Self-Study for

USCS has outlined a comprehensive process for collecting and displaying information for the SACS visit.

The schedule developed for the visit of the SACS team shows the full cooperation of USCS. The self-study plan shows the involvement, and, therefore, the cooperation, of all constituents on the USCS campus.

All recommendations made on previous SACS visits have been implemented. A similar evaluation process is required by the South Carolina Commission on Higher Education and demonstrates the extent to which USCS is open to evaluation. A faculty committee for managing the site visit process has been named. The SACS Self-Study Document Center for displaying materials is carefully organized for easy access to information.

The USCS has two types of audits used to determine compliance with Title IV regulations: the federal audit initiated by the U. S. Department of Education and non-federal audits. As a public institution, nonfederal audits are performed annually using A-128 Audits governed by OMB Circular A128. USC Spartanburg has not been selected for a federal audit for more than ten years. The most recent non-federal audit report was for the 1996-97 fiscal year, completed in the summer of 1998. A letter from the U. S. Department of Education acknowledging receipt of the audit has been provided by USCS. Since this audit included all the USC System campuses, e-mail from Furman Edmonds, USC Controller's Office, confirming no findings for the USC Spartanburg campus has also been provided.

***Application of the* Criteria**

The University of South Carolina Spartanburg understands that the *Criteria for Accreditation* apply to all institutional programs and services wherever located or however delivered. The University understands that the Commission evaluates not only compliance with criteria but also the

effectiveness of the institution as a whole and the environment in which teaching and learning occurs.

The following analysis of specific imperatives illustrates how the University of South Carolina Spartanburg complies with the application of the Criteria.

USCS has made two substantive changes during the last accrediting period. The first was a request for Level III status with SACS, and the second regarded the offering of two degree programs by distance education. SACS was notified of both substantive changes, and procedures as outlined by SACS were followed.

The University-wide grievance policy for USCS is published in the *Student Handbook*. The student grievance process was updated in 1998. It tells students how to file complaints about grade challenges, refund policies, and student conduct procedures.

***Separately Accredited Units***

The University of South Carolina Spartanburg has no separately accredited units and does not seek separately accredited status for any of its units.

***Conditions of Eligibility***

The University of South Carolina Spartanburg meets all thirteen Conditions of Eligibility.

1. The University of South Carolina Spartanburg agrees to comply with the *Criteria for Accreditation of the College Delegate Assembly* consistent with the policies and procedures of the Commission.
2. The University of South Carolina Spartanburg has formal authority from the State of South Carolina to award bachelor's and master's degrees.
3. The Board of Trustees for the University of South Carolina governs the University of South Carolina Spartanburg.
4. The chief executive officer of the University of South Carolina is the

president, Dr. John Palms. The chief administrative officer for the University of South Carolina Spartanburg is the chancellor, Dr. John Stockwell.

5. The University of South Carolina Spartanburg opened in fall 1967 and has operated without interruption since.
6. Associate degrees at the University of South Carolina Spartanburg are two-year programs of study; baccalaureate degrees are four-year programs of study. All graduate degrees require one or more years of post-baccalaureate study. All degree programs fit the mission statement of the University of South Carolina Spartanburg.
7. The University of South Carolina Spartanburg has a clearly defined mission statement appropriate to an institution of higher education.
8. The University of South Carolina Spartanburg has an appropriate system of strategic planning and evaluation.
9. USCS admission polices are consistent with the institution's stated mission and are published in the *USCS Catalog*.
10. General education requirements apply across all baccalaureate curricula of the University to help ensure common educational competencies and skills in all graduates of USCS.
11. The number of full-time faculty members adequately provides effective teaching, advising, scholarship, and service at the University of South Carolina Spartanburg. The administration strives to have 80% of those in each discipline as full-time faculty. Each major designates at least one full-time faculty member to be responsible for supervision and coordination of the major.
12. The University has sufficient learning resources and services to support courses, programs, and degrees offered.
13. The University of South Carolina Spartanburg has an adequate financial base to accomplish its purpose at an acceptable level of quality on a continuing basis.

USCS agrees to comply with the *Criteria for Accreditation*, to allow its accreditation status with the Commission on Colleges to be made

known, and to comply with Commission requests, directives, decisions and policies. The purpose of this self-study is to document compliance with each of the thirteen Conditions of Eligibility. USCS has a history of compliance with the *Criteria*.

The USCS Self-Study demonstrates compliance with the *Criteria for Accreditation*. Adherence to appropriately high standards of quality for USCS is demonstrated by the national accreditation of the School of Education, the School of Nursing, and the School of Business Administration and Economics. The high level of compliance of USCS with the thirty-seven performance indicators mandated by the South Carolina State Legislature also demonstrates high quality of instruction and administration.

The University of South Carolina Spartanburg has been granted formal authority to award degrees through an agreement made September 9, 1975, between the University of South Carolina and the Spartanburg County Commission for Higher Education. The South Carolina Commission on Higher Education and USC Board of Trustees have approved the mission of USCS and the offering of its degrees.

The Board of Trustees of the University of South Carolina is the legal governing board responsible for the University of South Carolina System, which includes the University of South Carolina Spartanburg. The Board of Trustees is charged with the operation and management of the University of South Carolina, in Sections 59-117-10 through 59-117-100, Code of Laws of South Carolina (1976), as amended. This Board is composed of the Governor of the State or his designee, the State Superintendent of Education, and the President of the Greater University of South Carolina Alumni Association, all of which are ex-officio members of the Board. Seventeen voting members, including one from each of the sixteen judicial circuits, are elected by the South Carolina General Assembly, and one at-large member is appointed by the Governor. The *Bylaws* of the Board of Trustees of USC say "the Board

of Trustees shall define the mission, role and scope of the University System and each of its component institutions, shall establish the general policies of the University System, shall lay out the University System's broad program of educational activity, shall approve the budget for the next fiscal year, and shall provide ultimate accountability to the public and the General Assembly."

The minutes of USC Board of Trustees document that the board is an active policy-making body. Its *By-laws* indicate that the board performs many essential functions, including the election of the President of the University, the election of the Secretary of the University and of the Board, the election of the Treasurer of the University, the establishment of policies and goals for the University, the review and approval of academic plans, the approval of earned degrees awarded, the designation of academic chairs and professorships, the awarding of honorary degrees, the levying of fees and charges, the examination of admissions policies, the review and approval of requests for appropriations, the review and approval of annual budgets, the approval of all loans, the approval of compensation policies, the approval of all long-range development plans, the establishment of auditing policies, investing policies, and more. The minutes of the Board of Trustees reflect activity in all these areas.

USCS submits a budget to the USC Board of Trustees for approval, and the board conducts a hearing. The Executive Committee of the Board of Trustees is charged with general supervision of the finances of the University, reviewing in advance the proposed budget for the succeeding year.

Qualifications of board members and procedures for their selection establish the independence of the board. Policies and procedures for board decision-making prevent control by a few members. As outlined in Article 9 of the *Bylaws* of the board, a quorum of the board, eleven members, is necessary for the Board to transact business. Three board members of any Committee constitute a quorum for transaction of

business. The use of proxies to make a quorum for voting is not permitted. All matters coming before the board are determined by majority vote of the members present.

The University of South Carolina Board of Trustees has a policy on Conflict of Interest defined in a memo dated February 1, 1995 to all campuses from Thomas Stepp, Secretary to the Board of Trustees. (BTRU 1.18) The policy says that members of the Board of Trustees should not seek pecuniary gain from the University. Any University official who receives a tangible gift or a gift of services of a value exceeding $100 must report the gift or service to the Internal Auditor within 60 days of the receipt of such gift. The Chair of the USC Board of Trustees has no contractual, employment, personal, or familial financial interest in the University of South Carolina.

The Conflict of Interest Policy of the Board of Trustees applies to voting members of the board. Voting members of the USC Board of Trustees document that there is "no conflict of interest" between their role as board member and any other role they occupy. The policies and procedures for board membership ensure "no conflict of interest" in voting members.

Article 2 of the *Bylaws* of the USC Board of Trustees ensures staggered terms of adequate length. The regular term of office for each Trustee elected by the General Assembly is four years with the terms beginning on July 1 of the year of the election and expiring on June 30 four years after the appointment. The terms are staggered by Judicial Circuits as prescribed by the Legislature. Trustees from the lst, 3rd, 5th, 7th, 9th 11th, 12th, and 13th Judicial Circuits are elected at one time and Trustees from the 2nd, 4th, 6th, 8th, 10th, 14th, 15th, and 16th Judicial Circuits are elected two years after that. The General Assembly holds elections every two years to select successors of those Trustees whose terms are expiring.

The bylaws of the USC Board of Trustees provide assurance that the board is free from control by outside agencies or other organizations.

Article 16 of the USC Board of Trustees says the *Bylaws* may be amended at any regular meeting of the Board by the affirmative vote of not less than two thirds (fourteen or more votes) of the members of the Board, provided notice of any proposed amendment including a draft has been given at the regular meeting.

The qualifications for board membership on the USC Board of Trustees prevent the control of the board by a minority of board members. Selection of board membership contributes to the independence of board members. Procedures have been established treating conflict of interest issues. The number of votes needed for any decision-making prevents control by a minority.

Article 11 of the *Bylaws* of the Board of Trustees outlines the authority and duties of the President of the University. The President of the University of South Carolina is the chief executive officer of the University System, and he is given authority to exercise executive powers as necessary for the appropriate governance of the University under the authority of the Board. The President reports directly to the Board, and he coordinates all activities of each campus of the institution directly or through his designated representatives. In addition, each senior institution of the University of South Carolina has a Chancellor. The Chancellor of the University of South Carolina Spartanburg is the chief administrative officer of the USC Spartanburg campus and has full authority to administer campus affairs and to formulate and issue regulations and orders in full compliance with the *Bylaws*, rules, policies and procedures of the Board and the President. As administrative head of the campus, the chancellor bears primary responsibility for academics--teaching, research, and public service--and support programs on the campus.

Article 5 of the *Bylaws* of the USC Board of Trustees state the ex-officio Chairman of the Board of Trustees is the Governor of South Carolina who, when present, will preside at meetings of the board. A permanent Chairman of the Board of Trustees is elected by written ballot

from among the members of the Board elected by the General Assembly. A majority vote of the entire board (11 or more) is necessary for election. The President of the University of South Carolina is not the presiding officer of the USC Board of Trustees.

The USCS Catalog shows the institution offers a nursing degree program based on two academic years at the associate level and twenty-seven degree programs requiring at least four academic years at the baccalaureate level. Programs of study for master's degree candidates show at least one academic year of study for that degree.

The University of South Carolina Spartanburg recently revised its planning procedures. For several years, planning for USC Spartanburg was invested in the Quality Reinvestment Committee. Planning now has a broader base. To ensure improved integration among campus-wide "strategic," "operational" and "budget" planning, together with "unit" planning, a University Planning Process for 1999-2000 was developed. A new entity, an Administrative Council, was structured to include the Chancellor's Cabinet, the Academic Council, all division and department chairs, and all directors. The University Planning Committee has twenty-six members: academic and library deans (5), cabinet members (7), faculty chairs (3), athletics director (1), SGA representatives (2) faculty representatives (5) staff representative (2), and the chancellor. It meets seven times a year; the Administrative Council meets three times. Fall and Spring University Day--when all faculty members, administrators, and staff members meet--have become an integral part of the planning process.

In 1999, the Associate Chancellor for Planning completed a review and restructuring of the planning and evaluation systems at USCS. His plan, adopted by USCS, merged three assessment structures into a single cohesive plan encompassing all facets of institutional function, planning and evaluation.

The University of South Carolina Spartanburg has admissions procedures to meet the needs of the traditional and non-traditional

populations its serves. Admissions policies are published in the USCS *Catalog,* on the USCS Web site, and in brochures and other publications provided by the Admissions Office of USCS.

The faculty of the University of South Carolina Spartanburg adopted a set of general education requirements that apply across all baccalaureate curricula of USCS to ensure common educational competencies and skills in students. These general education requirements are outlined on pages 55-57 in the 2000-2001 USCS *Catalog.* The options provided in the general education requirements may be modified within specified limits for each major. General education requirements for each major also are published in the *Catalog.* The associate degree in nursing has its own general education requirement that parallels that for baccalaureate degrees. Requirements of national accrediting agencies for general education for the School of Education, the School of Business and Economics, and the School of Nursing have been met.

The general education requirements for baccalaureate degrees at the University of South Carolina Spartanburg range from 47 to 60 semester hours. The general education requirement for the associate degree is 20 semester hours. The number of general education hours required by SACS is exceeded in all degree programs at USCS.

The USCS *Catalog* shows the areas in which credit hours must be earned for each degree program. Each degree program requires credit hours in humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics. Baccalaureate students must complete 9 semester hours in communications; 6 hours in mathematics; 9 hours in arts and humanities; 9 hours in social and behavioral sciences; 7-8 hours in natural sciences, 3 hours in foreign culture; 3 hours in computer studies; and 1-12 hours in a senior seminar. Associate degree students must complete three semester hours in arts and humanities, 6 hours in the social/behavioral sciences, 8 hours in the sciences, and 3 hours in communications.

Descriptions in the USCS *Catalog* of general education courses

offered at USCS show they are designed to ensure breadth of knowledge rather than occupation-related skills. There are enough faculty members to support institutional instruction, advisement, and scholarly as well as creative activity. A full-time dean, chair, or faculty member coordinates each major in a degree program. The Director of Programs in the College of Arts and Sciences coordinates the major in Interdisciplinary Studies. The Director of the Center for Information coordinated the IMS degree.

USCS has adequate learning resources to support its programs.

It has a financial base sufficient to accomplish its purpose at an acceptable level on a continuing basis. The accuracy and appropriateness of USCS financial documents can be shown by audit reports. These audits are available for the last three years. The audit and management letter for the year 2000 will be provided. An independent audit report for USCS is conducted by The South Carolina State Auditor's Office. USCS does not show an annual or cumulative operating deficit.

***Initial Membership***

The University of South Carolina Spartanburg has documented its compliance with the Conditions of Eligibility in Section 1.4. The University of South Carolina Spartanburg has been in operation, without interruption, and has enrolled students in degree programs since it opened in the fall of 1967.

***Representation of Status***

USCS accurately reports its status and relationship with the Commission on Colleges to the public. The following statement appears in the 1999-2000 USCS *Catalog*, which provides information on both the undergraduate and the graduate program:

*The University of South Carolina Spartanburg is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097: Telephone 404-679-4501) to award associates, baccalaureate and master's degrees.*

The University does not make statements about possible future accreditation status, nor does it use the seal or logo of the Southern Association of Colleges and Schools.

The University of South Carolina Spartanburg is accurate in reporting to the public its status and relationship with the Commission. In September 1999, the director of information services at USC Spartanburg notified all faculty, staff, and administration at USCS about how to reference SACS in all publications. This information was presented in the weekly newsletter sent to all offices on the USCS campus.

# Criteria Audit Report: Principles of Accreditation

**Criterion: 1.01:** *However, the exercise of these rights must not interfere with the overriding obligation of the institution to offer its students a sound education.*

**Status: Met**

USCS faculty, staff, and administration put the quality of the student's education at USCS above all other criteria. The academic majors are monitored by the Executive Academic Affairs Committee of the faculty. The General Education Committee oversees the integrity of the core curriculum, and the Graduate Committee is responsible for the graduate curriculum.

**Criterion I.1.01:** *An institution is required to conduct a self-study at the interval specified by the Commission and, at the conclusion of the self-study, accept an honest and forthright peer assessment of institutional strengths and weaknesses.*

**Status: Met**

The University of South Carolina Spartanburg has established a procedure for conducting a self-study, and extensive planning has gone into preparing for the self-study process. The responsibility for monitoring the self-study has been assigned to the Director.

**Documentation:** The University of South Carolina Spartanburg Self-Study Manual. The Self-Study Calendar. The USCS web page for SACS Self-Study. The list of self-study committees representing all aspects of the USCS academic community. The process in place for response to the SACS Self-Study recommendations.

**Criterion I.1.02:** *The Commission requires that the self-study assess every aspect of the institution; involve personnel from all segments of the institution, and provide a comprehensive analysis of the institution, identifying strengths and weaknesses.*

**Status: Met**

As the Self-Study Manual indicates, all aspects of USCS are being assessed during the self-study. Personnel from all segments of the institution are involved, including students, faculty, staff, and members of the Spartanburg Commission on Higher education. A comprehensive analysis of the institution is taking place.

**Documentation:** The SACS committee roster, which reflects inclusion of personnel from all segments of the institution, including administrators, students, staff, faculty, Spartanburg Commission on Higher Education members, and leaders from the community. The SACS Self-Study report which illustrates the comprehensive nature of the self-study which is underway.

**Criterion I.1.03:** *In addition, the Commission requires an adequate institutional follow-up plan to address issues identified in the self-study.*

**Status: Met**

Follow-up plans are included in the Supplement to the USCS Self-Study.

**Documentation:** The Supplement to the USCS Self-Study.

**Criterion I.1.04:** *An institution must be committed to participation in the activities and decisions of the Commission.*

**Status: Met**

Commitment to participation in the activities and decisions of the Commission is evidenced by the history of USCS with Commission activities and decisions. Critical evidence is the way in which past self-study decisions have been handled. Two self-study reports have been completed at USCS, and all recommendations have been implemented. Recently, USCS participated in two separate processes for accreditation by SACS: an application for Level III status which was approved and an application for approval of delivery by distance learning technology of the RN to BSN offered by SCETV and the teacher education program offered by compressed video to USC Sumter. As accreditation is concerned principally with the improvement of educational quality, corollary activities of USCS that show the commitment of USCS to excellence are the recent national accreditation of the School of Education by NCATE the recent national accreditation of the School of Nursing by NLN, and the recent accrediting visit of the American Association of Colleges and Schools of Business to the School of Business Administration and economics.

**Documentation:** The USCS Level III self-study and follow-up reports. The USCS Distance Learning prospectus submitted to SACS. Lists of the number of faculty and administrators attending the SACS conference in

Atlanta, Georgia in 1998, 1999, and 2000. The budget for the SACS self-study process. Reports of NCATE accreditation of the School of Education, of NLN Accreditation of the School of Nursing; and the visit of the American Association of Colleges and Schools of Business to the School of Business Administration and Economics.

**Criterion I.1.05** *An institution of higher education is committed to the search for knowledge and its dissemination.*

**Status: Met**

The University of South Carolina Spartanburg demonstrates its commitment to the search for knowledge and its dissemination by the research activities of its faculty and the financial support provided for research activities, by the investment the university makes in its library, by the level of grant activity throughout the campus, and by the inclusion of research and dissemination of knowledge in the annual evaluation process of faculty, including peer evaluations, tenure decisions, and post-tenure review of faculty.

**Documentation:** The Annual Report of the Teaching Excellence Committee, listing research grants. In-house publications by the School of Business Administration and Economics, the School of Education, and the School of Nursing, and by the College of Arts and Sciences. Documentation on the holdings of the library. Faculty Manual with evaluation and tenure requirements of faculty. Course schedules showing the number and range of classes offered at USCS.

**Criterion I.1.06:** *Integrity in the pursuit of knowledge is expected to govern the total environmental of an institution.*

**Status: Met**

Integrity is defined as soundness, adherence to a code of values, and completeness. Integrity in the pursuit of knowledge refers to the ability to define clearly and soundly what USCS expects to happen in the process of the pursuit of knowledge. The adoption of a new general education program with documented outcomes shows that USCS is committed to the investigation and definition of what happens in that part of the educational process at USCS. Integrity requires that final authority for curriculum rests with the faculty, which it does at USCS. Integrity is staying faithful to the mission of USCS as well. All educational programs are linked to the mission. Each program has a conceptual framework to guide the implementation of that program on the campus. Adherence to a code of values is evident in processes established throughout the campus. Integrity expected by students is clarified in the *USCS Student Handbook.* Integrity in grading is evidenced by review clearly defined review processes for grade challenges. Clear procedures exist for handling cheating. There is a committee for the use of humans and animals in research. Integrity goes beyond the curriculum into the total environment.

**Documentation:** The USCS Student Handbook. Honor Code. The USCS Faculty Manual.

**Criterion I.1.07:** *Each member institution is responsible for ensuring integrity in all operations dealing with its constituencies, in its relations with other member institutions, and in its accreditation activities with the Commission on Colleges.*

**Status: Met**

Key constituencies of USCS include students, faculty, business, industry, and parents. Integrity in operations requires that all procedures be

placed in writing; therefore, there must be a complete and updated catalog, and procedure manuals for office operations. This information is readily available at USCS both in printed form and on the website. Openness in operations and process with all constituencies is essential, and USCS opens important decisions to the USCS community and to the surrounding community. There is participation by the community, including the business community, in essential processes of the institution.

**Documentation:** List of advisory boards and committees for Schools of Business Administration and Economics, Education, and Nursing and the College of Arts and Sciences, showing participation of the community in the operation of USCS. Contracts with outside groups, illustrating the integrity of procedures by clear definition of parameters of the activity in the contract. The USCS Catalog. Procedures manuals for office operations. Documentation of programs involving participation of business, government, and other partners.

**Criterion I.1.08:** *Each institution must provide the Commission access to all parts of its operation and to complete and accurate information about the institution's affairs, including reports of other accrediting, licensing and auditing agencies.*

**Status: Met**

Complete and accurate information about the institution's operation is provided in the Documentation Room for SACS. Reports of other accrediting, licensing, and auditing agencies are included in this documentation. The Director of the Self-Study for USCS has outlined a comprehensive process for collecting and displaying information for the SACS visit.

**Documentation:** Reports of other accrediting, licensing, and auditing agencies. Information on the process of collecting information for the SACS visit. The USCS Website for the SACS study: http://www.uscs.edu/selfstdy/index.html.

**Criterion I.1.09:** *In the spirit of collegiality, institutions are expected to cooperate fully during all aspects of the process of evaluation, preparation for site visits, the site visit itself, and the follow up to the site visit.*

**Status: Met**

The schedule developed for the visit of the SACS Accrediting Team shows the full cooperation of USCS. The self-study plans show the involvement, and, therefore, the cooperation, of all constituents on the USCS campus. History reveals that all recommendation made on previous SACS visits have been accomplished.

**Documentation:** The SACS Self-Study Manual. Previous SACS follow-up documents.

**Criterion I.1.10:** *Institutions are also expected to provide the Commission or its representatives with information requested and to maintain an atmosphere of openness and cooperation during evaluations, enabling evaluators to perform efficiently and effectively.*

**Status: Met**

The history of past visits of SACS at USCS documents the extent to which USCS maintains an atmosphere of openness and cooperation during the

evaluation process. A similar process is required for evaluations by the South Carolina Commission on Higher Education, and processes followed in these visits document the extent to which USCS is open to evaluation. A committee for managing the site visit process has been named. The documentation room for displaying materials is being carefully organized for easy access to information.

**Criterion I.1.11:** *Each participating institution must be in compliance with its program responsibilities under Title IV of the 1992 Higher Education Amendments.*

**Status: Met**

The Director of Financial Aid reports that there are two types of audits used to determine compliance with Title IV regulations: the federal audit initiated by the U.S. Department of Education and non-federal audits. As a public institution, non-federal audits are performed annually using A-128 Audits governed by OMB Circular A128. USC Spartanburg has not been selected for a federal audit for more than ten years. The most recent non-federal audit report was for the 1996-97 fiscal year, which was completed in the summer of 1998.

**Documentation:** A letter from the U.S. Department of Education summarizing the audit.

**Criterion I.1.12:** *Each institution seeking candidacy, membership or reaffirmation with the Commission on Colleges must document its compliance with the Conditions of Eligibility as outlined in Section I.. 4.*

**Status: Met**

The extent to which the Conditions of Eligibility as outlined in Section I.4 are met is indicated in the USCS Self-Study.

**Documentation:** The USCS Self-Study Report.

**Criterion I.2.01:** *An institution must refrain from making a substantive change...except in accordance with the Commission's "General Substantive Change Policy for Accredited Institutions" and its attendant procedures.*

**Status: Met**

USCS has made two substantive changes within the last accrediting period. The first was a request for Level III status with SACS, and the second regarded the offering of two degree programs by distance education. SACS was notified of both substantive changes, and procedures as outlined by SACS were followed. Both substantive changes were approved.

**Documentation:** The self-study and follow-up reports for Level III accreditation of USCS with SACS. The prospectus for accreditation of distance learning programs filed with SACS.

**Criterion I.2.02:** *All existing or planned activities must be reported according to the policies, procedures and guidelines of the Commission on Colleges and must be in compliance with the Criteria.*

**Status: Met**

All major changes at the University of South Carolina Spartanburg have been reported to SACS.

**Documentation:** The self-study and follow up reports for Level III status and approvals at USCS. The prospectus for distance education at USCS.

**Criterion I.2.03:** *Each institution must have adequate procedures for addressing written student complaints.*

**Status: Met**

The university-wide grievance policy for USCS is published in the student handbook. The student grievance process was updated in 1998. The policy for grade challenges, refund policies, and student conduct procedures are made clear so that students know the process to use to file complaints.

**Documentation:** The USCS Student Handbook. The USCS Faculty Manual. The Schedule of Classes with information on refund policies. The USCS Catalog with procedures for grade challenges and other academic grievances.

**Criterion I.3.01:** *A unit is required to apply for separate accreditation or to maintain separate membership if, in the judgement of the Commission, the unit exercises this level of autonomy.*

**Status: Met**

There are no units with this level of autonomy on the USCS campus.

**Criterion I.3.02:** *If an institution seeks separately accredited status for one of its units, it must notify the Executive Director of the Commission on Colleges of its intent and follow procedures established by the Commission.*

**Status: Met**

USCS does not seek separately accredited status for one of its units.

**Criterion I.4.01:** *Any institution seeking candidacy must document its compliance with each of the thirteen Conditions of Eligibility to be authorized initiation of a self-study, or to be award candidacy or candidacy renewal.*

**Status: Met**

Evidence of the capability of USCS in complying with all requirements of the Criteria is found in the history of USCS. USCS has complied totally with recommendations from two previous SACS visits.

**Documentation:** Previous SACS reports and follow-up reports showing compliance with recommendations. Documentation for criteria in this section of the self-study.

**Criterion I.4.03:** *The Conditions of Eligibility are basic qualifications, which an institution of higher education must meet to be accredited by the Commission on Colleges.*

**Status: Met**

The USCS Self-Study will show that USCS meets the Conditions of Eligibility.

**Documentation:** The USCS Self-Study Report.

**Criterion: I.4.04** *Accredited institutions must also demonstrate compliance with the Criteria for Accreditation, which holds institutions to appropriately higher standards of quality.*

**Status: Met**

The USCS Self-Study demonstrates compliance of USCS with the Criteria for Accreditation. The adherence to appropriately higher

standards of quality for USCS is demonstrated by the national accreditation of the School of Education and the School of Nursing. The School of Business Administration and Economics has had a site visit for national accreditation by AACSB. The high level of compliance at USCS with the 37 performance indicators mandated by the South Carolina State Legislature demonstrates evidence of adherence to standards of quality. Other measures of quality at USCS are reports of graduates and their success in life.

**Documentation:** NCATE accreditation reports for the School of Education. NLN accreditation reports for the School of Nursing. AACSB accreditation reports for the School of Business Administration and Economics. Reports submitted to the South Carolina Commission on Higher Education on S.C. Performance Indicators. Reports on success of alumni. This self-study and the supporting documentation.

**Criterion I.4.05:** *1. In obtaining or maintaining accreditation with the Commission on Colleges, an institution agrees to the following. (see pp. 9-12 of Criteria)*

**Status: Met**

USCS agrees to (a) comply with the Criteria for Accreditation of the College Delegate Assembly; (b) the Commission on Colleges may make known to any agency or member of the public requiring such information, the nature of any action, positive or negative, regarding the institution's status with the Commission; (c) that it will comply with Commission requests, directives and policies, and will make complete, accurate and honest disclosure. Failure to do so is sufficient reason, in and of itself, for the Commission to impose a sanction, or to deny or revoke

candidacy or accreditation. USCS agrees to these policies as demonstrated by past SACS accrediting visits.

**Documentation:** Previous SACS accrediting documents.

**Criterion I.4.06:** *2. The institution must have formal authority from an appropriate government agency or agencies located within the geographic jurisdiction of the Southern Association of Colleges and Schools to award degrees, certificates or diplomas.*

**Status: Met**

The South Carolina Commission on Higher Education and USC Board of Trustees have approved the mission of USCS and the offering of specific degrees.

**Documentation:** Title 59, Chapter 117 of the South Carolina Code empowers the University of South Carolina and its campuses to offer degrees.

**Criterion I.4.07:** *3. The institution must have a governing board of at least five members, which has the authority and duty to ensure that the mission of the institution is implemented. The governing board is the legal body responsible for the institution.*

**Status: Met**

The Board of Trustees of the University of South Carolina is the legal body responsible for the University of South Carolina System, which includes the University of South Carolina Spartanburg. The Board of Trustees is charged with the operation and management of the University of South Carolina (1976), as amended. The Board of Trustees is composed of the Governor of the State (or his designee), the State Superintendent of Education, and the President of the Greater University

of South Carolina Alumni Association, all of which re ex-officio members of the Board, and seventeen other members, including one from each of the sixteen judicial circuits, elected by the general vote of the General Assemble, and one at-large member appointed by the Governor. The Bylaws of the Board state that "the Board of Trustees shall define the mission, role and scope of the University System and each of its component institutions, shall establish the general policies of the University System, shall lay out the University System's broad program of educational activity, shall approve the budget for the next fiscal year, and shall provide ultimate accountability to the public and the General Assembly."

**Documentation:** Membership of the Board of Trustees of the University of South Carolina. The charge of the Board of Trustees. Minutes of approval of the USCS mission by the USC Board of Trustees.

**Criterion I.4.08:** *Evidence must be provided that the board is an active policy-making body for the institution.*

**Status: Met**

The minutes of USC Board of Trustees document that the board is an active polity-making body. The bylaws of the Board of Trustees indicate that the board will perform many essential functions, including the election of a President of the University, the election of a Secretary of the University and of the Board, the election of a Treasurer of the University, establishing policies and goals of the University, reviewing and approving academic plans, approving earned degrees awarded, designating academic chairs and professorships, awarding honorary degrees, levying fees and charges and examining admissions policies reviewing and approving requests for appropriations, reviewing and

approving annual budgets, approving all loans, approving compensation policies, approving all long-range development plans, establishing auditing policies, investing policies, and more. The minutes of the Board reflect activity in all these areas.

**Documentation:** Board of Trustees minutes, highlighting decisions relating to USCS. Duties of the USC Board of Trustees.

**Criterion I.4.09:** *The board is ultimately responsible for ensuring that the financial resources of the institution are used to provide a sound educational program.*

**Status: Met**

USCS submits a budget to the USC Board of Trustees for approval, and the board must either approve or reject the budget after a hearing. The Executive Committee of the Board of Trustees is charged with general supervision of the finances of the University, reviewing in advance the proposed budget for the succeeding year.

**Documentation:** Budgets submitted to the USC Board.

**Criterion I.4.10:** *The board must not be controlled by a minority f board members or by organization or by interests separate form the board.*

**Status: Met**

Qualifications of board members and procedures for their selection establish the independence of the board. Policies and procedures for board decision-making prevent control by a few members. As outlined in Article 9 of the Bylaws of the board, a quorum of the board, which is eleven (ll) members of the Board, is necessary for the Board to transact business. Three (3) board members of any Committee constitute a quorum

for transaction of business. The use of proxies for the purpose of determining a quorum for voting is not permitted. All matters coming before the board are determined by majority vote of the members present.

**Documentation:** Listing of USC Board of Trustees members. Selection process for board members. Minutes of board meetings, showing number of members voting. Policies and procedures for operation of the USC Board of Trustees.

**Criterion I.4.11:** *The presiding officer of the board must have no contractual, employment, or personal or familial financial interest in the institution.*

**Status: Met**

The University of South Carolina Board of Trustees has a policy regarding Conflict of Interest which was defined in a memo dated February 1, 1995 to all campuses from Thomas Stepp, Secretary to the Board of Trustees. This policy is in the USC Policies and Procedures Manual (BTRU 1.18). The policy states that members of the Board of Trustees should not seek pecuniary gain from the University. Any University official who receives a tangible gift or a gift of services of a value exceeding $100 must report the gift or service to the Internal auditor within 60 days of the receipt of such gift. The Chair of the USC Board of Trustees has no contractual, employment, personal, or familial financial interest in the University of South Carolina.

**Documentation:** The Conflict of Interest Policy of the Board of Trustees. The description of the responsibilities of the Chair of the USC Board of Trustees.

**Criterion I.4.12:** *The majority of other voting members of the board must have no contractual, employment, or personal or familial financial interest in the institution.*

**Status: Met**

The Conflict of Interest Policy of the Board of Trustees applies to voting members of the board. Voting members of the USC Board of Trustees document that there is "no conflict of interest" between their role as board member and any other role they occupy. The policies and procedures for board membership assure "no conflict of interest" in voting members.

**Documentation:** Conflict of Interest Policy. Requirements for membership on the USC Board of Trustees. Selection procedures for members of the Board of Trustees.

**Criterion I.4.13:** *The bylaws of the board or other legal documents must ensure appropriate continuity in the board membership, usually by staggered terms of adequate length.*

**Status: Met**

Article 2 of the Bylaws of the USC Board of Trustees ensure staggered terms of adequate length. The regular term of office for each Trustee elected by the General Assembly is four years with their terms commencing on July 1 of the year of the election and expiring on June 30 four years after the appointment. The terms are staggered by Judicial Circuits as prescribed by the Legislature. Trustees from the lst, 3rd, 5th, 7th, 9th, 11th , 12th, and 13th Judicial Circuits are elected at one time and Trustees from the 2nd, 4th, 6th, 8th, l0th, 14th, 15th, and 16th Judicial Circuits are elected two years after that. The General Assembly holds elections every two years for the purpose of selecting successors of those Trustees whose terms are expiring.

**Documentation:** By-laws of the USC Board of Trustees. Membership list of the USC Board of Trustees with terms included.

**Criterion I.4.14:** *The bylaws or other legal documents must ensure the independence of the board*

**Status: Met**

The bylaws of the USC Board of Trustees provide assurance that the board is free from control by outside agencies or other organizations.

**Documentation:** Bylaws of the USC Board of Trustees, Preamble and Article 2.

**Criterion I.4.15:** *Amendment of the bylaws must occur only by vote of the board after reasonable deliberation.*

**Status: Met**

The process for amending the Bylaws is described as follows in the Bylaws: "These Bylaws may be amended at any regular meeting of the Board by the affirmative vote of not less than two-thirds (2/3) (14 or more votes) of the members of the Board, provided that notice of any proposed amendment including a draft thereof shall have been given at the regular meeting of the Board next preceding the meeting at which such amendment is voted upon and the proposal for amendment first shall have been referred to an appropriate Committee of the Board in accordance with Article VI of these Bylaws."

**Documentation:** Bylaws of the Board of Trustees, Article XVI.

**Criterion I.4.15a:** *If such a military institution is prohibited by the authorizing legislation from having a board with ultimate legal authority, it must have a public board in which neither the presiding officer nor a*

*majority of the members are civilian employees of the military or active/retired military.*

**Status: Not Applicable**

USCS is not a military institution.

**Criterion I.4.15b:** *This board, consisting of at least five members, must have broad and significant influence upon the institution's programs and operations.*

**Status: Not Applicable**

USCS is not a military institution.

**Criterion I.4.15c:** *The military institution must demonstrate that there is appropriate continuity in the board membership and that its board, in policy and practice, is an active policy-making body for the institution.*

**Status: Not Applicable.**

USCS is not a military institution.

**Criterion I.4.15d:** *The board must ensure that the financial resources of the institution are used to provide a sound educational program.*

**Status: Not Applicable.**

USCS is not a military institution.

**Criterion I.4.15e:** *The board must not be controlled by a minority of board members or by organizations or interests separate from the board except as specified by the authorizing legislation.*

**Status: Not Applicable.**

USCS is not a military institution.

**Criterion I.4.15f:** *The presiding officer of the board must have no contractual employment, or personal or familial financial interest in the institution.*

**Status: Not Applicable.**

USCS is not a military institution.

**Criterion I.4.15g:** *A majority of the voting board members must have no contractual employment, or personal or familial financial interest in the institution.*

**Status: Not Applicable.**

USCS is not a military institution.

**Criterion I.4.16:** *The institution must have a chief executive officer whose primary responsibility is to institution.*

**Status: Met**

Article 11 of the Bylaws of the Board of Trustees outlines the authority and duties of the President of the University. The President of the University of South Caroline, Dr. John Palms, is the chief executive officer of the University System, and he is given authority to exercise executive powers as necessary for the appropriate governance of the University under the authority of the Board. The President reports directly to the Board, and he coordinates all activities of each campus of the institution directly or through his designated representatives. In addition, each senior institution of the

University of South Carolina has a Chancellor. The Chancellor of the University of South Carolina Spartanburg, Dr. John Stockwell, is the chief administrative officer of the USC Spartanburg campus and shall have full authority to administer campus affairs and to formulate and issue regulations and order not inconsistent with the bylaws, rules, policies and procedures of the Board and the President. As administrative head of the campus, the chancellor bears primary responsibility for all the factors that contribute to the quality of academic (teaching, research, and public service) and support programs on the campus.

**Documentation:** The President of the University of South Carolina's duties as outlined in the bylaws of the Board of Trustees. The Chancellor of the University of South Carolina Spartanburg's duties as outlined in the Bylaws of the Board of Trustees.

**Criterion I.4.17:** *The chief executive officer must not be the presiding officer of the board.*

**Status: Met**

Article 5 of the Bylaws of the USC Board of Trustees state that the ex officio Chairman of the Board of Trustees is the Governor of South Carolina who, when present, will preside at all meetings of the board. A permanent Chairman of the board of Trustees is elected by written ballot from among those members of the Board elected by the General Assembly. A majority vote of the entire board (ll or more) is necessary for election. The President of the University of South Carolina, Dr. John Palms, is not the presiding officer of the USC Board of Trustees.

**Documentation:** Bylaws, Section 5. 2000-2001 USCS Catalog pages 173-175.

**Criterion I.4.18.:** *5. The institution must be in operation and have students enrolled in degree programs at the time of the committee visit.*

**Status: Met**

Enrollment reports at the time of the SACS visit demonstrate enrollment in degree programs and operation of the University of South Carolina Spartanburg. Enrollment data for each degree programs will be made available.

**Documentation:** A schedule of classes for Spring 2001. Enrollment data.

**Criterion I.4.19:** *6. The institution must offer one or more degree programs based on at least two academic years at the associate level, at least four academic years at the baccalaureate level, or at least one academic year at the post-baccalaureate level.*

**Status: Met**

The USCS Catalog shows the requirement in terms of academic years for all degrees. Programs of study for master's degree candidates show at least one academic year of study for that degree. Transcripts can show the progression of years before attainment of degrees for both associate and baccalaureate degrees.

**Documentation:** USCS Catalog. Printout of the USCS Electronic Factbook, Programs of study for graduate students who have completed master's degrees. Transcripts of students who have completed associate's degrees and baccalaureate degrees, indicating the period of time covered during course completion for the degree.

**Criterion I.4.19a:** *However, the institution must provide instruction for all coursework required for at least one degree program at each level at which it awards degrees.*

**Status: Met**

USCS offers all the coursework for its associate degree in nursing, for all of its baccalaureate degrees, and for its master's degrees.

**Documentation:** The USCS Catalog.

**Criterion I.4.19b:** *Any alternative approach to meeting this requirement must be approved by the Commission on Colleges.*

**Status: Met**

No alternative approaches to completing courses for degree requirements are available at the University of South Carolina Spartanburg.

**Criterion I.4.19c:** *In all cases, the institution must be able to demonstrate that it evaluates all aspects of its educational program.*

**Status: Met**

The institution has procedures implemented by the Office of Institutional Research and the standing faculty committee on assessment to evaluate all aspects of its educational program.

**Documentation:** CHE Self-Study Reports; accreditation reports of the professional schools, Faculty Manual.

**Criterion I.4.19d:** *The institution's degree programs must be compatible with its stated purpose and based upon fields of study appropriate to higher education.*

**Status: Met**

All degree programs have been approved for offering at USCS by the University of South Carolina Board of Trustees and by the South Carolina Commission of Higher Education. This approval process involves relating the program to the institutional mission. Assessments of degree programs are also tied to the mission. All degree programs approved by the Board of Trustees and the South Carolina Commission on Higher Education must relate to the mission of USCS.

**Documentation:** USCS Catalog. Mission statements for USCS, the college, and the schools, degree proposal format from the South Carolina Commission on Higher Education.

**Criterion I.4.20:** 7. *The institution must have a clearly defined, published statement of purpose appropriate to an institution of higher education.*

**Status: Met**

USCS has an appropriate mission statement.

**Documentation:** The USCS Mission Statement, 2000-2001 Catalog, p. 7.

**Criterion I.4.21:** *The institution must have an appropriate plan, as well as functioning planning and evaluation process.*

**Status: Met**

The University of South Carolina Spartanburg had recently revised its planning procedures. For a number of years, planning for USC Spartanburg was invested in the Quality Reinvestment Committee. Planning now has a broader base. To assure improved integration among campus-wide "strategic," "operational" and "budget" planning, together with "unit" planning, a University Planning Process for 1999-2000 was developed. A new entity, an Administrative Council, was structured to include the Chancellor's Cabinet, the Academic Administrative Council, division and department chairs, and director's campus-wide. The University Planning Committee encompasses 25 positions, including faculty deans (5), cabinet members (7), faculty chairs (3), athletics director (1), SGA representatives (2) faculty representatives (4) staff representatives (2), and the chancellor. Seven meetings of the University Planning Committee are to be conducted throughout the year, the three meetings of the Administrative Council. Fall and Spring University Day have become an integral part of the planning process.

**Documentation:** Notebooks for the University Planning Committee: 1999-2000 and University Planning Committee: 2000-2001. These include institutional information, planning guides, and assessment results. 1999-2000 USCS Strategic Plan, 1999-2000 USCS Operational Plan,

1999-2000 Benchmarks, 2000-2001 USCS Strategic Plan, 2000-2001 USCS Operational Plan

**Criterion I.4.22: 9.** *The institution must have published admission policies compatible with its stated purpose.*

**Status: Met**

The University of South Carolina Spartanburg has variable admissions procedures to meet the needs of the traditional and non-traditional populations its serves. Admissions policies are published in the USCS Catalog, on the USCS web site, and in brochures and other publications provided by the Admissions Office of USCS.

**Documentation:** USCS Catalog, highlighting admissions information. Printout of the USCS Web site with admissions information.

**Criterion I.4.23: 10.** *All undergraduate degree programs of the institution must include a substantial component of general education courses at the collegiate level.*

**Status: Met**

The faculty of the University of South Carolina Spartanburg has adopted a set of general education requirements that apply across all curricula of the University to help ensure common educational competencies and skills in all students. The options provided in the general education requirements have been limited and structured to meet the needs of each major. The general education requirements for each degree are outlined on pages 55-57 in the USCS Catalog. The requirements of national accrediting agencies for general education for the

School of Education, the School of Business and Economics, and the School of Nursing have been met.

**Documentation:** The USCS Catalog.

**Criterion I.4.24:** *For degree completion in associate programs, the component must constitute a minimum of 15 semester hours or equivalent quarter hours and for baccalaureate programs, a minimum of 30 semester hours of equivalent quarter hours.*

**Status: Met**

The general education requirements for baccalaureate students at the University of South Carolina Spartanburg range from a minimum 47 hours to a maximum of 60. The general education requirements for associate-degree students at the University of South Carolina Spartanburg are 24 semester hours. The number of general education hours required by SACS is exceeded in all degree programs at USCS. The USCS Catalog presents information on the number of hours of general education in all degree programs.

**Documentation:** USCS Catalog, pp. 55, 110. Information on degree requirements for all degrees offered at USCS

**Criterion I.4.25:** *The credit hours must be drawn from and include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics.*

**Status: Met**

The USCS Catalog shows the areas in which credit hours are earned for each degree program. Each degree program requires credit hours in humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics. Students must complete 9 hours in communications; 6

hours in mathematics; 9 hours in arts and humanities; 9 hours in social and behavioral sciences; 7-8 hours in natural sciences, 3 hours in foreign culture; 3 ours in computer studies; 1-2 hours in a senior seminar.

**Documentation: USCS** Catalog. Published degree requirements for all degrees offered at USCS.

**Criterion I.4.26:** *The courses must be designed to ensure breadth of knowledge and must not he narrowly focused on those skills, techniques and procedures peculiar to a particular occupation or profession.*

**Status: Met**

Syllabi of courses offered at USCS show breadth of knowledge of courses.

**Documentation:** Syllabi for selected general education courses offered at USCS.

**Criterion I.4.27:** *The number of full-time faculty must be adequate to provide effective teaching, advising and scholarly and creative activity.*

**Status: Met**

The student faculty ratio at USCS is about 16:1, which is within the benchmarks set by the Commission on Higher Education. CHE also approves degree offerings and the number of full-time faculty is a factor in that process. Faculty members in "popular" majors like business and education have high numbers of advisees, but this is preferred to having out-of area faculty advise these students.

**Documentation:** 1999 Performance Indicator Report; CHE Program Proposal Guidelines.

**Criterion I.4.27a:** *11. In each major in a degree program, there must be he at least one full-time faculty member with responsibility for supervision and coordination of the major.*

**Status: Met**

Division Chairs and Deans at USCS have responsibility for supervision and coordination of each major in degree programs. Lead faculty members for majors are also assigned as needed.

**Documentation:** 2000-2001 USCS Catalog for administrative assignments.

**Criterion I.4.28:** *In those degree programs for which the institution does not identify a major, this requirements applies to a curricular area or concentration.*

**Status: Met**

In areas like art, music, and philosophy, where no major is offered, lead faculty members are assigned.

**Documentation:** 2000-2001 USCS Catalog for administrative assignments. Also see, for example, minutes of a meeting of the Fine Arts Division, where such assignments were made.

**Criterion I.4.29:** *The institution must have sufficient learning resources or, through formal agreements or appropriate technology, ensure the provision of the ready access to adequate learning resources and services to support the courses, programs and degrees offered.*

**Status: Met**

USCS has adequate library, computer, and other educational support services.

**Documentation:** See the section of this self-study treating educational support services.

**Criterion I.4.30:** *13. The institution must have an adequate financial base to accomplish its purpose at an acceptable level of quality on a continuing basis.*

**Status: Met**

USCS has always met its academic and other institutional goals without operating deficits.

**Documentation:** Selected financial reports from the USCS Factbook; reports of the standing of USCS on financial indicators for the performance indicators of South Carolina.

**Criterion I.4. 31.** *The institution must provide financial statements and related documents (as specified in Section 6 3.6) which accurately and appropriately represent the total operation of the institution.*

**Status: Met**

The accuracy and appropriateness of financial documents can be shown by audit reports.

**Documentation:** Financial Resources Notebook; Audit reports

**Criterion I.4.32:** *Any institution . . must include in its application separate institutional audits and management letters for its three most recent fiscal years, including that for the fiscal year ending immediately prior to the date of the submission of the application.*

**Status: Not Applicable**

USCS is not seeking initial candidacy.

**Criterion I.4.33:** *Further, it must have available the audit and management letter for the most recent fiscal year ending immediately prior to any committee visit for candidacy, candidacy renewal, or initial membership.*

**Status: Not Applicable**

USCS is not seeking initial candidacy

**Criterion I.4.34:** *These audits must be conducted by independent certified public accountants or an appropriate governmental auditing agency.*

**Status: Not Applicable**

USCS is not seeking initial candidacy

**Criterion I.4.35:** *An applicant or candidate institution must not show an annual or cumulative operating deficit at any time during the application process or at any time during candidacy.*

**Status: Not Applicable**

USCS is not seeking initial candidacy

**Criterion I.5.1:** *An institution seeking initial membership . . . must document its compliance with all conditions of Eligibility ....*

**Status: Not Applicable**

USCS is not seeking initial candidacy.

**Criterion I.6.1:** *An institution must be accurate in reporting to the public its status and relationship to the Commission.*

**Status: Met**

USCS is accurate in reporting to the public its status and relationship to the Commission.

**Documentation:** USCS 2000-2001 Catalog, p. 7.

**Criterion I.6.01a:** *In catalogs, brochures and advertisements a member institution must describe its relationship with the Commission only [as described in Sec. 1.6].*

**Status: Met**

USCS is accurate in reporting to the public its status and relationship to the Commission.

**Documentation:** The USCS Catalog, the USCS Student Handbook, USCS view book.

**Criterion I.6.02:** *No statement may be made about possible future accreditation status with the Commission on Colleges.*

**Status: Met**

USCS has made no statements about future accreditation with SACS.

**Criterion I.6.03:** *The logo or seal of the Southern Association of Colleges and Schools must not be used by the institution.*

**Status: Met**

Publications of USCS do not show the SACS seal or logo.

# Institutional Purpose

## The Self-Study: Section II

***Development of the USCS Mission Statement***

In a 1994 University Day address to faculty and staff, the newly appointed Chancellor of the University asked that the USCS community clarify the mission of the institution. The Chancellor wanted the mission to "articulate with clarity the shape and character of the University of South Carolina-Spartanburg; that it address our fundamental purposes, the geographic scope of our activities, our culture and values, the programs appropriate to our future, the governance and management appropriate to our character, and the regional and civic obligations we intend to undertake." He assigned the task of reviewing and clarifying the mission to the Quality Reinvestment Committee, a university-wide strategic planning committee that he chaired during the 1994 Fall Semester.

In the same address, the Chancellor introduced the model of metropolitan universities "which affirm the creation, interpretation, dissemination, and application of knowledge as their fundamental function, but they accept a broadened responsibility to bring these functions to bear on the needs of their metropolitan regions." He called for USC Spartanburg to become a member of the Coalition of Urban and Metropolitan Universities, which includes such institutions as the University of North Carolina at Charlotte and at Greensboro, the University of Arkansas at Little Rock, and the University of Tennessee at Chattanooga. The Chancellor concluded the address by saying he wanted to see USCS emerge as the Southeast's leading metropolitan university

and be recognized nationally among its peer metropolitan institutions for the clarity of its mission.

During the 1994 Fall Semester, the Quality Reinvestment Committee drafted a vision and mission of the University of South Carolina Spartanburg. Reaction to that draft was obtained through roundtable discussions, open forums, and questionnaires from university faculty, students, staff, and other constituents. Following campus-wide review, the mission statement was approved by the Quality Reinvestment Committee on October 28, 1994, and forwarded to the Student Senate for comment and review and to the USCS Faculty Senate for approval. After continued discussion and refinement of wording, the USCS Faculty Senate adopted the mission on November 10, 1994. The University of South Carolina Board of Trustees approved the mission statement in April 1995.

Because Act 359 of the South Carolina State Legislature mandated the development of performance indicators for the thirty-three public higher education institutions in South Carolina, the mission statement was reviewed again in 1996. One indicator gave the South Carolina Commission on Higher Education responsibility for approving institutional mission statements. The Commission on Higher Education published a set of guidelines for evaluating mission statements. The basis for all mission statements was as follows: "An institutional mission statement should accurately reflect what the institution is authorized to do and should be specific enough so the general public can easily read and understand the differences among and between the institutions of higher education in the State even when the institutions might be from the same sector (as defined by ACT 359)"

General recommendations made for mission statements included, among other things, that institutions specify the type and level of degrees

conferred; state the size of the institution; indicate who will be admitted into what programs; set standards for style, grammar, and readability of an institution's mission statement; and mandate approval of governing boards.

Consistent with the requirements of the CHE "performance indicators," the Quality Reinvestment Committee began a revision of the USCS mission in 1997. The revision was drafted by a QRC subcommittee collaborating with the Chancellor. The revised mission statement was submitted to and approved by the University of South Carolina Spartanburg Faculty Senate on February 21, 1997. The highlights of the revision included reference to the associate degree in nursing (ADN) program, the international character of the Upstate, and experiential learning. The revision included outcomes the University wants to accomplish with students. Following action by the Senate, the Quality Reinvestment Committee approved the mission statement on March 7, 1997. The Board of Trustees of the University of South Carolina approved the revised mission statement on March 25, 1997. Approval by the South Carolina Commission on Higher Education of the mission statement for the University of South Carolina Spartanburg was received in February 5,1998.

In March 1999, the South Carolina Commission on Higher Education provided further guidance to public colleges and universities in South Carolina about mission statements. The Commission indicated that mission statements with defined characteristics would be approved by the Commission on Higher Education on a five-year cycle. Defined characteristics of a mission statement were clarified further to assist institutions in seeking approval of them. The Commission indicated that

many characteristics for the performance indicator "Approval of Mission Statement" were based on SACS standards.

The criteria for Institutional Purpose presented in *Criteria for Accreditation* were used to determine the extent to which the "metropolitan mission" is a foundation for all institutional operations, programs, and activities at the University of South Carolina Spartanburg.

***Institutional Purpose***

As indicated in the criteria for institutional purpose, an institution must have a clearly defined purpose or mission statement appropriate to collegiate education as well as to its own specific educational role. The mission statement of the University of South Carolina complies with this criterion. The key words in this criterion are "clearly defined purpose or mission statement," "appropriate to collegiate education" and "as well as to its own specific educational role." In determining whether this criterion had been met,

The SACS Committee on Institutional Purpose examined the clarity and specificity of language used in the USCS Mission statement, the kind of information in the document, and the functions of the mission statement for strategic planning.

The USCS mission statement is clear and refers to "extensive experiential learning opportunities," "foundation of partnerships," "a broad range of major curricula are provided in arts and sciences and in professional fields of study." It contains action verbs, in such phrases as "aims to become one of the South's leading metropolitan universities," "aims to be recognized nationally among its peer metropolitan institutions," "promotes global perspectives across its programs," "provides leadership in promoting the Upstate's economic, social and

cultural development through its teaching, professional service, basic and applied scholarship, and creative endeavor."

The Resource Manual on Institutional Effectiveness published by the Commission on Colleges states that the mission statement should incorporate some or all of the following information:

1) A brief history of the institution including founding date, location, and significant developmental changes over the years: The USCS Mission statement has the founding date as 1967.]

2) Pertinent descriptive information, e.g. public/private, two-year/four-year: The USCS Mission Statement identifies USCS as a senior, comprehensive, public institution of the University of South Carolina and provides other descriptive information.

3) Statements expressing essential belief, values, or intent of the institution: The USCS Mission Statement indicates the intent of USCS to become one of the Southeast's leading metropolitan universities. It says the fundamental reason for its existence is its relation to surrounding cities. The institution seeks recognition for excellence in education, commitment to students, involvement in the Upstate, for operational and managerial effectiveness, for its civility, common purpose, and for the clarity and integrity of its mission.

4) Description of the students the institution hopes to attract, often accompanied by statements about the types of occupations or endeavors which graduates will be prepared to undertake: The USCS Mission statement clearly indicates that the institutions draws students from the Upstate where many remain for their careers and that the students are diverse in many ways.

5) Delineation of the geographic region for which the institution intends to provide services: The USCS Mission statement

indicates that its primary responsibilities are to offer baccalaureate education to the citizens of Upstate South Carolina.

6) Outline of the major functions of the institution: Major functions include offering of baccalaureate degrees, selected master's degrees, the associate degree in nursing, a broad range of major curricula, promotion of global perspectives across its programs, support of regional employment objectives, and promotion of the Upstate's development.

7) General description of skills, knowledge, experience, and attitudes ideally to be acquired or developed by the institution's students: The mission statement indicates that USCS strives to prepare students to participate as responsible citizens in a diverse and global society, to pursue excellence in their chosen careers, and to continue learning throughout life.

The USCS Mission statement contains information in all the areas identified in the document as important for the statement of institutional purpose. The mission statement articulates the institution's commitment to important outcomes for students and for the region in which USCS is located. Therefore, the mission statement is considered "appropriate to collegiate education."

According to the same document, the litmus test for the institutional purpose is the extent to which it provides a framework for subsequent statement of goals and expected educational results of the institution. The statement of purpose must (1) provide guidance for administrative decisions about the direction of the institution; (2) provide direction to each of the colleges, divisions, and departments of the institution, creating an "umbrella" under which they may operate, and (3) establish a general "blueprint" for the development of processes of assessment. That the USCS mission serves these functions for the

institution is evident in the 1999-2000 USCS Strategic Plan that provides goals and strategies for all operations of the institution directly built on the mission of the institution. Four goals are drawn directly from the mission statement: Goal #1: Academic Excellence; Goal #2: High-quality Student Experience; Goal #3: Broad Partnerships; and Goal #4: Operational Stewardship. The 1999-2000 USCS Strategic Plan extends the goals into long-range objectives, approach strategies, and measurements for each of these four goals. The 1999-2000 USCS Operational Plan takes the same goals from the mission statement and develops tactics, assigns responsibility, and allocates financial resources for the operation of the university. Mission statements for the professional schools and the College at USCS, and mission statements for major functions of the institution, including financial planning, student affairs, and academic affairs, use concepts in the USCS Mission statement.

The USCS mission statement outlines a role for USCS as a "metropolitan " university. USCS is one of several universities serving the needs of metropolitan areas in the United States. It has selected peer institutions to help it set its goals, and these institutions show the uniqueness of the metropolitan university in its service to a densely populated area, its interest in non-traditional students, and its emphasis on teaching and service.

A second SACS criterion for the mission statement is that the statement must describe the institution and its characteristics and address the components of the institution and its operations. Key words for this criterion are "describe the institution and its characteristics," "address components of the institution and its operations." The USCS mission statement contains many descriptors of the institution and its characteristics, including the following: "A senior comprehensive public

institution of the University of South Carolina;" "Offer baccalaureate education;" "Offer selected master's degrees;" "Supports the Graduate Regional Studies Program;" "Offer the associate degree in nursing;" "Students are diverse in background, age, race, ethnicity, educational experience, and academic goals;" "Students are drawn in large proportion from the Upstate where many remain for their careers;" "A broad range of major curricula are provided in arts and sciences and in professional fields of study required by the regional economy."

Components of the institution include reference to fields of study, "including business, education, health, criminal justice, and information technology." Operations of the institution include reference to "on-site instruction, distance learning, continuing education, and inter-institutional articulation agreements." Other references to operations include "supporting the regional employment objectives of most of its students," "rests upon a foundation of partnerships with the educational, corporate, and service organizations of the Upstate," and "provides leadership.... through its teaching, professional service, basic and applied scholarship, and creative endeavor." The criterion that the mission statement describes the institution and its characteristics has been met because of the concrete and extensive description of the institution, its students, its components, and its operations. Descriptions of the current student profile match the descriptors "diverse in background, age, race, ethnicity, educational experience, and academic goals." Data on USCS students indicate that a diverse population is drawn in large proportion from the Upstate. Thus, the metropolitan mission fits the institution.

A third SACS criterion for the mission statement is that the official posture and practice of the institution must be consistent with its purpose statement. Key words in this criterion are "official posture," "practice of

the institution," and "consistent with its purpose statement." The official posture of USCS can be evaluated through presentations by the Chancellor to the faculty at University Day, to the Spartanburg Commission on Higher Education, to the Board of Trustees, to the South Carolina Commission on Higher Education, and at other official events. Practices of the institution are reflected in decisions made, including financial planning, and major changes in the institution during the past ten years. Both the official posture and practices of the institution must be linked directly to the USCS Mission statement.

The USCS mission statement guides the practices of the institution, including the operation of professional schools and the College. The mission statements of all professional schools and the College of Arts and Sciences are linked to the mission statement. The mission statement of major support functions on the campus, including student affairs, business affairs, academic affairs, physical facilities, and other organizational structures are linked directly to the USCS Mission statement. All major decisions about creating new programs, new administrative structures, and new initiatives are linked directly to the mission statement. An analysis of important decisions made at USCS in the last several years reveals that they are based on the mission statement.

| Decision/Action | Part of Mission Statement |
|---|---|
| *Quality Reinvestment/Strategic Plan* | "It aims to be recognized...for its operational and managerial effectiveness" |
| *Curriculum revision* | "USCS strives to prepare its students to participate as responsible citizens in a diverse and global society." |
| *Offering M.Ed. degrees in Childhood Education and Elementary Education* | "to offer selected master's degrees in response to regional demand" |
| *NCATE, NLNAC, and AACSB accreditation* | "It aims to be recognized nationally for excellence in education" |
| *Establishment of Center for International Studies* | "The University promotes global perspectives" |

| | |
|---|---|
| *and Language Services* | |
| *Hiring coordinator of experiential learning and creation of internship courses in many majors* | "it provides extensive experiential learning opportunities" |
| *Hiring professional and support staff at the University Center in Greenville and increasing course offerings there* | "students are served across the Upstate" |
| *Creation of the Metropolitan Institute* | "The USCS faculty provides leadership in promoting the Upstate's economic, social, and cultural development |
| *Location of community soccer fields on campus* | "The...mission rests upon a foundation of campus partnerships with the...service organizations of the Upstate." |
| *Development of distance learning* | "Through...distance learning...students are served across the Upstate." |

A fourth SACS criterion for the mission statement is that appropriate publications must accurately cite the current statement of purpose. The key words for this criterion are "appropriate publications," "accurately," and "current statement of purpose." Appropriate publications in which the USCS mission statement is included are the USCS Catalog, admissions publications, faculty manual, self-study documents, and grant applications. Both internal and external documents include the mission statement. A check for the accuracy of citations determined that wording reflects correctly the current mission statement, not a version previously approved. Examination of the catalog, the web site, the *Faculty Manual*, commencement programs, accreditation documents for the professional schools, admissions materials, grant applications, and other documents suggests this criterion has been met.

A fifth SACS criterion for the mission statement is that it must be approved by the governing board. An examination of the minutes of the USCS Quality Reinvestment Committee, the USCS Faculty Senate, the USCS Faculty, the University of South Carolina Board of Trustees, and

the South Carolina Commission on Higher Education shows that the current mission statement was approved by all these governing bodies.

A sixth SACS criterion for institutional purpose is that an institution must study periodically its statement of purpose, considering internal changes as well as the changing responsibilities of the institution to its constituencies. Key words in this criterion are "must study periodically its statement of purpose," "considering internal changes" and "changing responsibilities of the institution to its constituencies." Constituencies would include students, faculty, staff, community business and industry, and the state in its educational needs and legislative mandates. The development of a Quality Reinvestment Plan created a condition that the mission statement must be studied each year as a prerequisite for developing that plan. The self-studies required by accreditation of schools and other academic units of USCS mandate a review of the USCS Mission statement by faculty members. The performance indicators developed by the South Carolina State Legislature mandate a review of the mission statement every five years.

A final criterion for the mission statement is that the institution's planning and evaluation processes, educational support services, financial and physical resources, and administrative processes are adequate and appropriate to fulfill its stated purpose. The report of the Committee on Institutional Effectiveness demonstrates that this criterion has been met.

# Criteria Audit: Institutional Purpose

**Criterion II.01** *An institution must have a clearly defined purpose or mission statement appropriate to collegiate education as well as to its own specific educational role.*

**Status: Met**

The USCS Mission statement is clearly defined as evidenced by the clarity of language and specificity of statements with concrete references to programs, such as "extensive experiential learning opportunities, "foundations of partnership," and "a broad range of major curricula." The mission statement articulates the institution's commitment to important outcomes for students and for the region in which USCS is located. Consequently, the mission statement is considered by the committee to be "appropriate to collegiate education." Major decisions made by the institution are directly linked to the USCS as mission statement. The mission statement outlines a unique educational role for USCS as a "metropolitan" university.

**Documentation:** The USCS Mission in the 2000-2001 USCS Catalog, p. 7.

**Criterion II.02:** *This statement must describe the institution and its characteristics and address the components of the institution and its operation.*

**Status: Met**

The mission statement contains descriptors of the institution and its characteristics, including references to a "senior comprehensive public institution of the University of South Carolina," "offer a baccalaureate education," "offer selected master's degrees," "supports the Office of the Extended Graduate Campus" and "offers the associate degree in nursing." Components of the institutions include references to fields of study, "including business, education, health, criminal justice, and information technology." Operations of the institutions include references to "on-site instruction, distance learning, continuing education, and inter-institutional articulation agreements." Other references to operations include "supporting the regional employment objective of most of its students," "rests upon a foundations of partnerships," and "provides leadership." This criterion has been met because of the concrete and extensive description of the institution, its students, its components, and its operations in the USCS Mission statement of the institution.

**Documentation:** The USCS Mission in the 2000-2001 USCS Catalog, p. 7.

**Criterion II.03:** *The official posture and practice of the institution must be consistent with its statement.*

**Status: Met**

The official posture of the institution is the representation of USCS in presentations by the Chancellor to the faculty such as University Day, to the Spartanburg Commission on Higher Education, to the USC Board of Trustees, to the South Carolina Commission on Higher Education, and other special groups. The Chancellor consistently and accurately refers to the mission statement in presentations and discussions. The mission

statement guides the practices of USCS, including the operation of the Schools of Education, Business Administration and Economics, and Nursing and the College of Arts and Sciences. The mission statements of major support functions on the campus, including student affairs, business affairs, academic affairs, physical facilities, and other organizational structures are linked directly to the USCS Mission Statement. Major structures, and new initiatives, are linked directly to the mission statement.

**Documentation:** Speeches of the Chancellor of the University of South Carolina Spartanburg at official university functions, such as University Day. Mission statements of the schools and the college at USCS. Mission statements of the Office of Academics Affairs and of other organizational entitles on the USCS campus.

**Criterion II.04:** *Appropriate publications must accurately cite the current statement of purpose.*

**Status: Met**

The mission statement is included in the USCS Catalog, self-study documents, grant applications, and other publications. The mission statement is presented correctly and appropriately on the USCS web site and other locations.

**Documentation:** The USCS Catalog, USCS web site, accreditation documents for the schools, grant applications.

**Criterion II.05:** *It must be approved by the governing board.*

**Status: Met**

The USCS Mission Statement has been approved by the USC Board of Trustees.

**Documentation:** Board of Trustees Minutes, April 17, 1997.

**Criterion II.06:** *An institution must study periodically its statement of purpose, considering internal changes as well as the changing responsibilities of the institution to its constituencies.*

**Status: Met**

The mission statement is reviewed each year as a pre-requisite for planning for succeeding years. The self-studies required by the accreditation of academic schools and units at USCS necessitate a review by faculty at the school level or program of the USCS Mission Statement. The development of Performance Indications by the South Carolina State Legislature precipitated a study of the mission statement in 1996, and that study resulted in the modification of the mission statement.

**Documentation:** QRC documents with references to the mission statement. Self-study documents for the School of Education, the School of Business Administration and Economics, and the School of Nursing. Revision of the mission statement because of the implementation of the performance indicators in South Carolina.

**Criterion II.07:** *Institutional planning and evaluation processes, educational support services, financial and physical resources, and administrative processes are adequate and appropriate to fulfill its stated purpose.*

**Status: Met**

This self-study documents that institutional planning and evaluation processes, educational support services, financial and physical resources, and administrative processes are adequate and appropriate to fulfill its stated purpose.

**Documentation:** USCS Strategic Plan, 2000-2001 Budget, USCS Organizational Chart, USCS Financial Resources Notebook, USCS Physical Resources Notebook.

# Institutional Effectiveness

## Self-Study: Section III

*Planning and Evaluation*

Evaluation of educational quality is a challenge that requires careful academic assessment and comprehensive strategic planning. USC Spartanburg has developed and used a carefully designed assessment process that is integrated into institutional strategic planning. The institution can annually assess its academic programs while determining how well it is fulfilling its mission.

*Background*

In 1994, under the leadership of a new chancellor, USCS faculty, staff, and administrators revised the statement of institutional vision, mission, and goals. Defining USCS as a "Metropolitan University," the "Mission Statement" expressed an institutional commitment to "students who are diverse in background, age, race, ethnicity, educational experience, and academic goals" and to the "economic and technological development" of Upstate South Carolina.

The Chancellor created the Quality Reinvestment Committee to plan how the new institutional mission should be achieved. This twenty-five member body, composed of faculty, administrators, students, and staff, established several task forces and research groups to articulate core values for the institution, identify major trends both inside USCS and in its metropolitan service area, structure a planning process, develop means of assessment, and formulate operational objectives through which progress in the institutional mission could be measured annually. Important

outcomes of this process were ten "Defining Strategies" and thirty "Key Indicators" which are guides in fulfilling the institutional mission. The Quality Reinvestment Committee (QRC) recommended steps to be taken each budget year to move the University towards accomplishing its "Vision Statement." In the spring of 1999, the QRC redrafted its Strategic Plan. This new document included four broad goals, seventeen long-range objectives, and twenty-two measurements. In the fall of 1999, the QRC was renamed the University Planning Committee (UPC).

As a state-supported institution of higher education, USCS is required to develop an institutional planning program to meet criteria defined in the 1996 "South Carolina Performance Funding Initiative." This "Initiative" asks each institution to report on thirty-seven "Performance Indicators" intended to measure institutional effectiveness in both the operational and academic sectors. Part of the state funding for each institution is based on how well it performs by these measures.

The South Carolina Commission on Higher Education also requires all state-funded institutions of higher education to complete the annual report, "Minding Our Ps and Qs: Indications of Productivity and Quality in South Carolina's Public Colleges and Universities." This report is based on self-assessments conducted by all the academic units of the institution. Each academic unit establishes an assessment-planning document that includes a purpose statement and instructional goals based on the USCS mission statement. The units then develop a variety of quantitative and qualitative measures--everything from portfolios to standardize national tests--to judge their effectiveness in meeting their goals. Each unit is also asked to propose improvements in its programs if the assessment process indicates a need. Units report their progress to the Assessment Committee, a part of the faculty governance structure, that

monitors this portion of the assessment effort and cooperates with the Office of Institutional Research (previously the Office of Continuous Improvement) to ensure its effectiveness.

In March of 1999, as an early step in the self-study, the Institutional Effectiveness Committee evaluated the university's compliance with the SACS criteria related to institutional effectiveness. Through a survey of all the academic and administrative units of the institution regarding planning and assessment, the committee determined that the university needed to enhance its planning and evaluation process to allow more effective use of assessment in improving education outcomes in every aspect of the university operation in a continuous cycle.

At the time of the survey, institutional planning and assessment were driven by 1) the Institutional Effectiveness Report, 2) the "Performance Funding" benchmarks, and by 3) internal academic and administrative assessment for the "Ps and Qs" report. In 1998, the Director of the Office of Continuous Improvement at USCS approached the Quality Reinvestment Committee to urge that this three-pronged process be integrated into a more tightly structured single system. During the 1998-1999 academic year, the Quality Reinvestment Committee considered how the institutional planning and evaluation process could be integrated. Consequently, several organizational changes were made to accommodate this process during the summer of 1999. The QRC became the University Planning Committee and the Office of Continuous Improvement was divided into two offices: the Office of Institutional Research and the Office of Strategic Planning. Since then, the Office of Strategic Planning has developed and implemented a comprehensive process that integrates planning, assessment, and budget. Assessment responsibilities reside primarily with the Office of Institutional Research.

*The Strategic Planning Process*

The USCS Strategic Planning Process is designed to integrate planning, budgeting, and assessment. Using the guidelines mentioned in the previous paragraph, this process is comprehensive and systematic. Three levels of planning that are defined as 1) Strategic Planning: Long Range broad-based planning that covers 3-5 years in scope. This plan includes Institutional Mission, Vision, Values, Environmental Scan, Goals, Long Range Objectives, Approach Strategies and Measurements; 2) Operational Planning: Annual planning that covers expected accomplishments toward the long range objectives. This plan includes previously stated Goals and Long Range Objectives with emphasis placed on Tactics, Responsibility and Resources; 3) Unit Planning: Annual operating plans from the various departments, academic units, and support offices. This plan includes Purpose, Strategic Goals, Measurements, and Requests for New Resources.

*How it Works*

The Strategic Plan is reviewed annually and may be modified, but it is intended to remain largely intact for three planning cycles. Senior administrative and academic officers use this document as the basis of their division planning documents. These are used by still lower units to formulate goals and strategies for the coming budget year. This process threads four major institutional goals--academic excellence, high quality student experiences, broad partnerships, and operational stewardship--through the institution by linking smaller goals to larger ones as the process moves down the organization. The Office of Strategic Planning works with the units to make sure their budget requests support institutional goals and priorities. Once a unit completes its budget request forms, they are forwarded to the senior academic and administrative

officer. These officers then present their divisional priorities to the University Planning Committee (UPC) for open and frank discussion. The UPC reviews and recommends priorities for each line item request. These requests, when approved by the chancellor, become the USCS Operational Plan for the coming budget year. As the year progresses, each office is responsible for assessing its movement toward its goals and for documenting progress. The Institutional Research Office assists in the development and use of assessment instruments. Data and findings are documented and reported in the annual CHE "Ps & Qs" Report. Lessons learned are then used to make improvements at the operating unit level, and to set up operating tactics for the next planning cycle.

*Planning and Evaluation of Educational Programs*

Planning and evaluation of educational programs at USCS is systematic, broad based, interrelated, and appropriate to the institution. It is systematic in that it flows from the institutional mission, is continuing, and is organized both in its methodology and in the assignment of responsibility for its implementation. It is broad based because it is conducted by Institutional Research, by a standing faculty Assessment Committee, and by other groups which include faculty, staff, administrators, and students. It is interrelated and institutionally appropriate through its grounding in the institutional mission, vision, and goals, as well as in statewide, higher education planning and evaluation systems. In addition, these are linked to an institutional assessment strategy for both academic and administrative offices.

Although planning and evaluation of educational programs are incorporated in the Strategic Plan and the "Performance Indicators," the crucial area of the assessment process is the evaluation program of the academic units. Each academic program produces a self-assessment

report every four years. These reports are included in the discipline-based self-studies required by the Commission on Higher Education and in its "Ps and Qs" report. They are also used in the unit's efforts to achieve or maintain discipline-specific accreditation.

USCS defines its expected educational results and describes its methods for analyzing the results in a variety of ways. Educational results and methods of measurement are defined in the plans of the academic units driven by the "Ps and Qs" report. Other results and evaluation strategies are defined in the "Quality Reinvestment Plan" and in the thirty-seven "Performance Indicators" from the Commission on Higher Education. These documents specify measures of success. In addition, goals and objectives ranging from budget to process improvements are measured monthly. The Office of Institutional Research issues an annual measurement report that covers student enrollment, withdrawal rates, and graduation rates. Various surveys are used to gather information about employer needs, graduate perceptions, and alumni status. Academic units use advisory committees to assist in curriculum development and to define the characteristics desired in USCS graduates.

USCS has a clearly defined purpose appropriate to collegiate education. The institution defines itself as a "Metropolitan University," a university that is especially sensitive to the needs of non-traditional students and dedicated to supporting the development of the region it serves.

The University has formulated goals consistent with its purpose. Each goal in the three-pronged evaluation and planning system is related to the institutional mission or to some objective defined for the University by the state through the Commission on Higher Education.

USCS has developed and used procedures to evaluate the extent to which these educational goals are met. The University Planning Committee annually reviews the "USCS Strategic Plan" to measure the degree to which its goals have been met as well as whether they continue to be appropriate to address the needs of the various constituencies the institution serves. Budgets for the development of programs, services, and operations are determined by the priorities set in the USCS Strategic Plan. The unit plans for academic programs include outcomes that measure continuous improvement.

The results of these evaluations are used to improve educational programs, services, and operations. For example, the English faculty established a goal that its majors be proficient in the documentation methods advocated by the Modern Language Association. Student proficiency in this skill is measured through a system of portfolio evaluation. When this evaluation revealed that students were not adequately mastering the system, curricular changes were introduced that fixed the problem. The reporting format for all the unit assessments asks what changes were made to improve the assessment process.

USCS has developed guidelines and procedures to evaluate educational effectiveness, including the quality of student learning and of service. The quality of student learning is measured in the assessments each academic unit conducts for its programs. Guidelines and procedures for each of these evaluations are filed with the Office of Institutional Research after being approved by the campus Assessment Committee. This group consists of faculty representatives from each academic unit who evaluate reports using criteria developed by the Office of Institutional Research and the Commission on Higher Education. Student portfolios, scores on professional examinations, alumni survey results, success rates

for licensing examinations, evaluations by teams from the Commission on Higher Education and from various professional accrediting agencies all help monitor the quality of student learning.

This evaluation encompasses educational goals at all academic levels as well as the research and service functions at USCS. Academic programs leading to associate, baccalaureate, and master's degrees are assessed as part of the process described above.

USCS tracks annual service efforts such as a literary contest for secondary school students, a regional science fair, travel programs, and other activities. Continuing service activities include The Piedmont Math and Science Hub, Upward Bound, the Quality Institute, the Saturday Academy for Selected Students, Educational Talent Search, and ACHIEVE. These programs use a variety of assessment and planning tools ranging from short course evaluations to "customer" questionnaires to needs surveys and activity analyses and summaries. Those activities that are supported by grants have evaluation processes provided by the sponsor. The "Performance Indicator" treating "Quality of Faculty" requires the institution to report the number of faculty members involved in public service for which they are not compensated. USCS has no sponsored research. Faculty research is evaluated in annual administrative reviews, in periodic peer reviews, and in the promotion and tenure process.

USCS evaluates its success in promoting student achievement by considering course completion statistics, state licensing examinations, and job placement rates. The thirty-seven "Performance Indicators" require reporting of job placement rates, state licensing examination results, graduation, and retention rates.

*Planning and Evaluation: Administrative and Educational Support Services*

Planning and evaluation are important at USCS in administrative and educational support services. The "South Carolina Performance Funding Indicators" measure "Administrative Efficiency," which involves comparing academic and administrative costs. The "Indicators" also call for the use of "Best Practices" to eliminate duplicated efforts; they also require the measurement of general overhead cost. These indicators are benchmarked to standards which administrators must consider when developing the "Strategic Plans" described a below.

The old QRC Planning Process provided goals and objectives to improve administrative and educational support services. The ten "Defining Strategies" and thirty "Key Indicators" contained detailed annual objectives assigned to responsible administrative offices. These assignments were then included in the strategic plan for each unit. This QRC Planning Process was reviewed annually and updated with new initiatives each fall. A modified version of this plan is part of the simplified Strategic Planning Process. Now, each unit sets its annual objectives with an eye to its own goals and those that subsume them. The unit evaluates its progress using assessments from those it serves gathered through web-based questionnaires.

Each administrative and educational support office at USCS is required by the senior administration to have a strategic plan that consists of a mission statement, a vision statement, goals, objectives, and measurements. The goals for each administrative unit are determined for the next three-to-five years, while the objectives are tied to the current operating year. This process is designed to give a long-range outlook with short-term accountabilities. Each office ties its plan to the budget process after the Chancellor sets University priorities. Unit plans are tracked and monitored by each responsible manager. Systematic and continuous

procedures to improve unit operations have been developed and added to the planning and evaluative process.

***Institutional Research: Description***

Institutional Research is an integral part of the planning and evaluation process at USCS. Institutional Research provides significant information about all phases of the university's programs and is essential in planning and evaluating the university's success in carrying out its purposes. This responsibility is shared with the Institutional Planning and Analysis office on the Columbia campus, which also assumes some responsibility for the collection, analysis, and dissemination of student, faculty, and operational data for all campuses in the University of South Carolina system. USCS recognizes the importance of an effective institutional research function. Institutional research includes providing accurate, timely information to support university strategic planning and evaluation, academic program planning and evaluation, management decision making, and resource allocation processes. Institutional Research also provides training, consultation, and various tools and techniques for administrators and faculty committees to measure and monitor their plans. Institutional Research is also responsible for assembling the assessment reports on academic majors and measuring criteria associated with "Performance Funding Indicators." As such, the institutional research function must be managed carefully and judiciously. Examples of the products of institutional research are included in the USCS Electronic Factbook ( http://www.uscs.edu/~oir/index.htm).

It is important to note that the Office of Institutional Research was re-constituted in the summer of 1999 after a five-year absence as an independent office. From 1995 to 1999, the functions of the office were

incorporated into the Office of Continuous Improvement that reported to the Office of the Chancellor. During an administrative reorganization in 1999, the Director of Continuous Improvement became the Associate Chancellor for Strategic Planning and reports to the Chancellor; the Coordinator of Institutional Research and Effectiveness was promoted to Director of Institutional Research and reported to the Vice Chancellor for Information Systems. In 2000, the office of Institutional Research was moved to Academic Affairs. The Director of Institutional Research reports to the Director of the Metropolitan Institute and is expected to play an important role in that new initiative.

*Responsibility*

USCS has assigned administrative responsibility for conducting institutional research, has allocated adequate resources, and has allowed access to relevant information to the Office of Institutional Research. Responsibility for institutional research resides with the Director for Institutional Research and a full-time staff member who assists him. Part-time student assistants are also employed. This unit has adequate office space, equipment, and budget to execute the charge of the office.

A concern, however, is verification of and access to information at USC Columbia. USCS Institutional Research must obtain approval of USC Columbia administrators for read-only access to key databases containing USCS information. Therefore, USCS cannot verify or correct some information reported to the South Carolina Commission on Higher Education and the U.S. Department of Education. Decisions made because of these reports effect areas from academic planning and evaluation to institutional funding.

*Measure of Effectiveness*

The Office of Institutional Research is effective in collecting and analyzing data and disseminating results; it is evaluated annually. Institutional Research conducts an annual survey of users of its services. This instrument measures satisfaction with such elements as accuracy of information, timeliness of delivery, and professionalism. In the last survey, almost 83% of the faculty and administrators indicated the office was effective.

Faculty governance also evaluates this office, together with many others, in an annual survey that records faculty opinions of administrative offices. Institutional Research expressed a concern to those conducting this evaluation that it is superficial and does not provide information adequate to allow for improvement of the office. The USCS Faculty Senate passed a motion in September 1998 asking that the office of Institutional Research develop a better instrument for all administrative offices. The result is a web-based evaluation system used for the first time in the fall of 2000.

*Strengths in Planning and Evaluation*

1. USCS has a clear mission, vision, and goals to guide the institution.
2. The planning process is a strong and open process.
3. The redesigned planning process is integrated and comprehensive in scope.

*Weaknesses in Planning and Evaluation*

1. USCS should invest more time, technology, and training in assessment
2. Data collection and analysis of collected data are poor at the unit level.
3. At the unit level, no one person is responsible for coordination of assessment.
4. USC Columbia controls much of the data collected and how those data are reported.

*Proposals*

1. USCS should provide more resources for planning and evaluation.
2. USCS should provide training in planning and evaluation for those who carry responsibility for planning and evaluation.
3. The Vice Chancellor for Information Systems should seek avenues for increased, user-friendly access to the USC mainframe system that will allow for verification of reported data.

# Criteria Audit: Institutional Effectiveness

**Criterion III.1.01:** *Planning and evaluation for these activities must be systematic, broad based, interrelated and appropriate to the institution.*

**Status: Met**

The USCS planning procedure has been revised to systematically incorporate the Strategic Plan, performance funding, and academic and administrative assessment into one plan. Merging these planning and evaluation structures makes them more systematic, interrelated, and institutionally appropriate.

**Documentation**: USCS Strategic Plan 2000-2001, 2000-2001 University Planning Committee Notebook, Ps & Qs, 1996-1999, Performance Funding Reports, 1998-1999 & 1999-2000, USCS Planning & Assessment Guidelines, Faculty Public Service Report, and Faulty Manual

**Criterion III.1.02**: *The institution must define its expected educational results and describe its methods for analyzing the results.*

**Status: Met**

Each academic major defines its expected educational results and methods of analysis. The faculty Assessment Committee on a regular basis reviews outcomes. The general education program is currently being revised to align better the expected educational results to the metropolitan mission of the university.

**Documentation:** Academic Plans & Assessment Reports, Most Recent Program Evaluations for CHE for Nursing, Math, and Computer Science, Ps & Qs 1996-1999.

**Criterion III.1.03:** *The institution must establish a clearly defined purpose appropriate to collegiate education, formulate educational goals consistent with the institution's purpose. . . .*

**Status: Met**

USCS has clearly defined purpose statements, educational goals, and procedures to evaluate progress. Although the assessment of these has resulted in significant improvements of educational programs, services, and operations, USCS is working to make systemic improvements in this final component of the institutional effectiveness cycle.

**Documentation:** Academic Plans & Assessment; Ps & Qs, 1996-1999; accreditation reports for business, education, and nursing; Minutes of the General Education Task Force.

**Criterion III.1.04:** *The institution must develop guidelines and procedures to evaluate educational effectiveness, including the quality of student learning and of research and service.*

**Status: Met**

Each educational unit has guidelines and procedures to evaluate educational effectiveness.

**Documentation**: Academic Plans & Assessment, Academic Unit Promotion and Tenure Guidelines defining scholarship and service

**Criterion III.1.05:** *This evaluation must encompass educational goals at all academic levels, and all research and service functions of the institution.*

**Status**: **Met**

A hierarchy of related goals, plans, and evaluations is in place for all academic units. Research and service are evaluated in the annual administrative reviews of faculty, in the peer review process for faculty, in the promotion and tenure system, and in post-tenure reviews.

**Documentation**: Academic Plans & Assessment, Public Service Work sheet, P & T Portfolios, CHE program reviews for the College, Accreditation reports for the Schools

**Criterion III.1.06:** *The institution must evaluate its success with respect to student achievement in relation to purpose, including, as appropriate, consideration of course completion, state licensing examinations, and job placement rates.*

**Status**: **Met**

These items are measured in the performance Funding Benchmarks, the CHE Program Reviews for the College, the accreditation reports for the Schools, and the biannual Alumni Survey.

**Documentation:** Performance Funding Benchmarks, CHE Program Reviews for the College, accreditation reports for the Schools, and the biannual Alumni Survey

**Criterion III.2.01:** *In addition to providing evidence of planning and evaluation in its educational program, the institution must demonstrate*

*planning and evaluation in its administrative and educational support services.*

**Status**: **Met**

The hierarchical planning and evaluation system of USCS--which replaced various planning and evaluation programs created by individual offices--includes administrative and educational support services. Each of these units has created a mission, a set of goals, and an evaluation tied to the mission and goals of the institution.

**Documentation**: USCS Web site for strategic plans and evaluation

**Criterion III.2.02:** *For each administrative and educational support service unit, the institution must*

*1. establish a clearly defined purpose which supports the institution's purpose and goals. . . .*

**Status**: **Met**

The hierarchical planning and evaluation system of USCS includes administrative and educational support services. Each of these units has created a mission, a set of goals, and an evaluation tied to the mission and goals of the institution.

**Documentation**: USCS Web site for strategic plans and evaluation

**Criterion III.3.01:** *Institutional research must be an integral part of the institution's planning and evaluation process.*

**Status**: **Met**

Planning and evaluation activities at USCS depend on the institutional research function, which includes the offices of Planning and Institutional Research. The Institutional Research officer serves as ex

officio to the Academic Assessment Committee and manages the assessment of administrative offices on the web. The Associate Chancellor for Planning leads the University Planning Committee and plays an essential role in strategic planning at many levels on campus. Most of the institutional data for USCS are kept at USC in Columbia. These data are sometimes difficult to access, to correct, and to process.
**Documentation**: USCS Strategic Plan, Office of Institutional Research Planning Directives, 1999-2002, Organizational Chart, USCS web site, Faculty Manual

**Criterion III.3.02:** ...*It must be effective in collecting and analyzing data and disseminating results.*

**Status**: **Met**

While access to the mainframe database at the Columbia campus sometimes hampers the institutional research function at USCS, the office is effective in collecting and analyzing data and disseminating results. The Institutional Research web site, including the electronic fact book and other reports and functions, gives evidence of these accomplishments.
**Documentation**: Faculty Office Survey, Institutional Research: Assessment of OIRSP Functions; USCS web site

**Criterion III.3.03:** *An institution must regularly evaluate the effectiveness of its institutional research process and use its findings for the improvement of its process.*

**Status: Met**

The office of Institutional Research uses a web-based assessment form.
**Documentation**: USCS web site

**Criterion III.3.04:** *Institutions must assign administrative responsibility for conducting institutional research, allocate adequate resources, and allow access to relevant information.*

**Status**: **Met**

Administrative responsibility for institutional research is assigned to the Director of Institutional Research. He reports to the Director of the Metropolitan Institute, and has a budget. His staff includes an information resource specialist and a student assistant. His office has access to all relevant information.

**Documentation**: USCS Position Description, Fact Book, USCS Profile, Office Budget, USCS web site

# Educational Programs

## SELF-STUDY: SECTION IV

***Overview***

USCS began in 1967 because of a community demand for an educational program, associate degree nursing. Its educational programs have grown since then in response to local and regional needs. This responsiveness is driven from within by a consciousness of its Metropolitan Mission "which acknowledges as its fundamental reason for being its relationship to its surrounding cities, their connecting corridors and expanding populations." Sensitivity to the need to support economic growth has also been encouraged by the South Carolina Commission on Higher Education, the body that grants ultimate approval for new programs.

Following the establishment of USCS and its associate degree nursing program came several years of growth, primarily in a general education curriculum borrowed from USC Columbia. Students not interested in nursing came to campus to earn associate of arts or sciences degrees or to accumulate credits for transfer to USC. By the middle 1970s, enrollments justified offering baccalaureate degrees. The first of these--majors in English, biology, and psychology--were natural outgrowths of popular offerings in the general education curriculum and were attractive to students. The other early majors--business, education, and nursing--met obvious community needs. Among the CHE criteria for offering degrees at that time were both a strong student demand and well defined employment opportunities for graduates. These explain why the mathematics major--a standard in any curriculum--was not an early offering.

Nonetheless, USCS had a growing sense of the importance of the liberal arts in its curriculum. This belief was reflected in a thorough

revision of the general education curriculum and administrative restructuring that increased the prominence of the arts and sciences in the early 1980s.

Curriculum growth in the arts and sciences through the 1980s and early 1990s was focused on community needs. Two of the most popular majors outside the professional schools were developed then--computer science and communications. This trend continues today as a new degree in Information Management and Systems, called for at the state level to promote economic growth, was recently approved by CHE. A major in graphic design, which also meets clear economic development needs, is in the late stages of the proposal process. USCS has recently added a bachelor's degree in middle grades because of a new state certification in that area. In addition, USCS has achieved national accreditation for its Schools of Business Administration and Economics, Education, and Nursing, demonstrating the continued strength and importance of the professional curricula.

The decade of the nineties has been one of steady growth and maturity in the educational programs of the University of South Carolina Spartanburg (USCS). During this period the enrollment has grown from 3,501 to 3,778, with 286 of these being new graduate students. Undergraduate enrollment has remained near 3,500 for the last decade. The number of full time faculty, including academic administrators, has grown slightly from 157 to 172. The number of professors has gone from 49 to 57, associate professors from 42 to 49, and assistant professors from 23 to 32, while the number of instructors has increased from 29 to 34. The number of tenured faculty has risen from 83 (53%) to 104 (64%.)

The number of degree programs has gone from 18 to 35. This period has also been marked by a change in leadership, which brought a new chancellor, a new executive vice chancellor for academic affairs, a new interim executive vice chancellor for academic affairs, as well as new deans for the schools, the college, and the library. In addition, USCS

moved from a baccalaureate degree granting institution to one offering its first graduate degrees.

Through all of this change, USCS has continued to focus its energies and resources on the education of its students, constantly striving to improve the educational programs, their delivery systems and support structures. Consequently, all aspects of the educational program are clearly related to the institutional purpose. USCS has an outstanding faculty, adequate library/learning resources, very good computer resources, appropriate instructional materials and equipment and good physical facilities. The student enrollment and financial resources are sufficient to support an effective educational program. In addition, USCS ensures appropriate levels of student achievement and equivalent quality of programs regardless of method of instruction or location of program. The organizational structure of the academic program includes the College of Arts and Sciences, the School of Business Administration and Economics, the School of Education and the Mary Black School of Nursing.

The future of the educational program is marked by the same institutional responsiveness to community needs and core liberal arts values that has shaped it so far. Perhaps the most obvious future trends are new graduate programs. USCS is considering a master's in vision impairment to help meet the needs of the South Carolina School for the Deaf and Blind, located in Spartanburg. It is also exploring the possibility of offering a joint master's program in nursing with USC Columbia. Growth opportunities also exist in the undergraduate curriculum. The institution wants to offer its education degrees in early childhood and in elementary to the University Center in Greenville. Student and faculty interest in a variety of distance education offerings is also growing.

*Educational Program*

The educational program at USCS is strong, primarily because the curriculum is comprehensive and sensible and the faculty are well qualified and dedicated. Particularly noteworthy is that USCS requires 47-60 semester hours of general education in baccalaureate programs and 20 in the associate degree. These requirements provide a broadly based educational foundation upon which areas of specialization may be developed. The upper division program is excellent also, as witnessed by the successful accreditation of all USCS majors that have applied for accreditation and the performance of USCS graduates. Another important sign of health for the educational program is that USCS has invested heavily in maintaining a favorable student/faculty ratio of sixteen to one.

Student opinions about the educational program indicate a high degree of satisfaction. Almost 90% of those surveyed were satisfied or very satisfied with class sizes while 83% were satisfied or very satisfied with the attitude of the faculty toward students and only 4% were dissatisfied. Less than 7% were dissatisfied with course content and instruction in their major. Less than 4% were dissatisfied with the availability of their instructors outside of class. Alumni survey results from May 1999 demonstrate similar satisfaction. Ninety-three percent of responding alumni rated their overall experience and their academic experience at USCS as good or excellent. As for specific elements of their academic experience, 93% rated the quality of the general education program as good or excellent, as did 91% for the expertise of the faculty in their major, 92% for the quality of instruction in their major, and 89% for the friendliness of faculty.

To contribute to the educational development of its students, the faculty members at USCS do much more than teach. They promote an abundance of academic activities beyond the classroom but nevertheless connected to it. For example, psychology faculty members regularly conduct research with their students, and they and other faculty members sometimes take students to academic conferences. Other types of co-

curricular activities include the Model U N, the Mock Trial Team, the Debate Team, the Gospel Singers, the University Singers, the Jazz Band, the Shoestring Players (a drama performance group), and regular art exhibits. Some academic majors sponsor clubs for their majors, and they in turn bring to campus speakers or presenters at brown bag lunches. In an effort to improve the educational program, members of the faculty gather once a month to participate in "Conversations about Teaching." Faculty members work with students in a variety of community service activities through the Impact program sponsored by Student Affairs and in many other contexts.

***Undergraduate Completion Requirements***

The requirements for USCS undergraduate degrees are reasonable and appropriately spelled out in the *USCS Catalog*. All students at USCS must meet a set of general education requirements intended to establish proficiencies in the following areas: communication, mathematics, arts and humanities, social and behavioral sciences, natural science, foreign culture, and computer studies. The purpose of each proficiency requirement and the ways it can be met are explained on pages 55 and 56 of the *Catalog*. These general education requirements have been in place since the last self-study and have been difficult to assess.

USCS is studying and revising its general education requirements. One General Education Committee developed a concept for the program and produced a framework of requirements. A second committee is working on course requirements. Two important parts of the proposed general education requirements are Metropolitan Studies I and Metropolitan Studies II. Metropolitan Studies I is a freshman seminar focused on local or regional issues. Metropolitan Studies II is a general education capstone experience. The plan is to thread the following skills through the curriculum: communication, quantitative methods and reasoning, critical thinking, and information technology. The faculty will have to consider the final version of the plan before adopting the new

general education program. A final undertaking will be to devise a plan to assess the new general education program.

**Proposed General Education Framework**

| | | |
|---|---|---|
| Metropolitan Studies I | | 3 |
| Foundation Component* | | 18 |
| Communications | 9 | |
| Reasoning and Problem Solving | 6 | |
| Technology | 3 | |
| * Foundations skills are also threaded through the curriculum. | | |
| Breadth of Knowledge Component | | 25 |
| Science | 7 | |
| Humanities | 6 | |
| Foreign Language and Culture | 3 | |
| History | 3 | |
| Social Science | 6 | |
| Metropolitan Studies II | | 3 |
| TOTAL Semester Hours | | 49 |

*Undergraduate Curriculum and Instruction*

The audit of the undergraduate curriculum indicated that USCS has a sound undergraduate curriculum. The development, review and revision process is clearly outlined. Each degree program has at least one full time faculty member responsible for that program. All programs and degrees are developed by the faculty and approved by the Faculty Senate and the Board of Trustees. In addition, the South Carolina Commission on Higher Education (CHE) regularly reviews all programs.

USCS has articulation agreements with Greenville Technical College, Spartanburg Methodist College, Spartanburg Technical College, and other regionally accredited, two-year campuses across the state to facilitate the transfer to degree programs on the USCS campus. Such agreements are encouraged by the South Carolina Commission on Higher

Education, which has developed a long list of courses that transfer from state technical colleges to other institutions. The articulation agreements focus on the completion of the general education component and other lower division classes that must be completed for the student to graduate in a timely manner. These are reviewed regularly and updated as needed.

All faculty members are evaluated annually. This evaluation covers their teaching, service, and scholarship. In accordance with CHE requirements, faculty must undergo additional post tenure review every six years. Faculty members are encouraged to experiment with new techniques for teaching and teaching improvement. Funds are made available through the Teaching and Productive Scholarship Fund on a competitive basis by application, and the College of Arts and Sciences gives six Boyer Awards each year. Faculty members may also be given release time to develop new materials, courses and techniques. They can apply for BellSouth Instructional Innovation Grants to explore the uses of telecommunications technology in teaching

Each student receives a syllabus for each class that outlines the goals and requirements of the class with a summary of the class content and the methods of evaluation. Faculty members use many methods to evaluate student progress. The grading system is stated in the catalog and individual instructors outline their grading policies in their syllabi.

The registrar makes sure that all classes meet the recommended minimum time per credit hour and that at least one calendar week is planned for analysis and refection per credit hour. Students are given numerous opportunities to explore new materials and to work with faculty on special projects. Some student projects lead to presentation at regional and national professional meetings. Students are also encouraged to enroll in internships. USCS students have found these extremely helpful in finding possible career opportunities and seeing the need for additional studies. USCS programs in nursing and education use the local healthcare agencies and schools for field experiences. USCS maintains control over

the academic component of all programs offered off campus by using carefully considered articulation agreements and internship contracts.

Baccalaureate programs require a minimum of 120 semester hours credit, and associate degree programs require 71. USCS has a sound curriculum for the undergraduate student with a committed and dedicated faculty to work with the students in the delivery of these programs. A full range of degree programs is offered during the day, and some programs are offered in the evening. The evening programs are offered on campus, at the University Center of Greenville, and on the Greer campus of Greenville Technical College. Evening students in these programs are making satisfactory progress toward the completion of their degrees, but a joint review of each semester's schedule by the chairs and deans with an eye to the needs of evening students will provide an extra safeguard.
**Proposal:** *The distribution of courses available to students in the evening should be continually monitored to make sure that the opportunities for advancement in a degree program occur in a timely manner.*

*Admissions*

General admissions policies are established by the USC Board of trustees, who also determine the size and character of the student body. The USCS faculty and administration implement these policies. Administration of them is the responsibility of the USCS Admissions Office. These policies are consistent with the USCS Mission as a Metropolitan University and are based on qualitative and quantitative requirements.

*Undergraduate Admission Requirements*

The successful completion of 16 specific college preparatory courses is required for admission. After the year 2001, freshmen will have to complete 18 college preparatory courses. Three years ago the criteria for admissions were changed altering the admission formula in a way that shifted emphasis away from SAT scores to high school grade point averages. The requirement to meet a minimum SAT score requirement was eliminated. This change was made by the Admissions and Petition

Committee and approved by the Faculty Senate. Two years of admissions have taken place under the new formula. The assumption was that high school grades measure the motivation of entering freshmen and predict success in college better than the SAT. Concerns about the performance of freshman admitted with combined SAT scores below 750 have led the Admissions and Petitions Committee to propose changing the criteria to require a minimum score of 750. The Faculty Senate approved a motion to that effect at the January 2000 meeting.

Another recent change lowered the age for students who do not have to submit SAT scores from 25 to 21. In addition, GED recipients and international students under age 22 must now achieve a combined score of 850 on the SAT for admission. Finally, college credits transferred from international institutions must now be evaluated by World Education Services before being accepted by USCS. The Admissions Office is also collecting and maintaining more information regarding applicants. This extensive accumulation of data helps with tracking performance, scholarship identification, and recruitment.

The three professional schools at USCS and the Interdisciplinary Studies degree program have unique admissions requirements.

*Recruitment*

The recruitment of students is one of the main functions of the Admissions Office. Three open houses for potential students occur each year in addition to Fabulous Fridays, which are the first Friday of each month set aside for recruitment through campus visitations. Admissions efforts also target the brightest high school juniors across the state, and as many as 325 of these juniors have attended a program at USCS. Hundreds of eighth graders are also hosted on campus. Representatives from USCS visit every high school in South Carolina each year as well as targeted two-year colleges. Finally, high school guidance counselors are invited to campus so they can share with their students the opportunities that USCS offers. The university has also made a significant commitment to

recruiting outstanding students by substantially increasing the money available for academic scholarships.

*Concerns*

There is a concern about the performance of freshmen admitted with low SAT scores. USCS should continue to monitor student admission requirements considering student performance and orderly enrollment growth.

*Undergraduate Academic Advising and Orientation*

The audit of the orientation and advising functions indicated many sound and effective practices. Academic advising is a priority task for faculty and staff and is jointly coordinated by the Records Office and the Center for Learning Innovation and Achievement in the College of Arts and Sciences. Advisement is reviewed by the Registration Working Group, which consists of representatives from Records, Student Life, Admissions, Athletics, Financial Aid, the academic units, Computer Services, the Cashiers Office, and the Bookstore. Student opinion regarding advisement is generally good. Of 809 students surveyed, only 18 were dissatisfied with advising and nearly 73% of them were satisfied or very satisfied. Student opinion about the availability of advisors and the value of the information provided are also good, with satisfaction levels at 84% and 71% respectively while dissatisfaction was approximately 11% for both of these.

Currently, there is no single campus-wide system for assigning advisees. Each academic unit devises its own system for distributing advisees among its faculty members. These plans seem reasonable if properly implemented. Item number 17 of the SACS Self-study faculty-staff survey stated that the number of advisees assigned to faculty is reasonable. Of the 98 respondents who expressed an opinion, 27 disagreed with this statement. This level of dissatisfaction may result from large numbers of advisees for faculty teaching in some majors. Each advisor in education has 31 advisees, and in business, the advisor to

advisee ratio is 1:40. In all other academic units, advisors carry loads under 25. However, the idea of distributing majors to advisors outside their field has been rejected in the past by groups studying this problem. Anecdotal evidence suggests that bad advisors repelling advisees and good advisors attracting advisees causes advisee assignments to be ignored and inequitable loads to exist, a problem more evident where advisee loads are high. **Proposal:** *The academic units should monitor the implementation of their plans to ensure that the number of advisees actually assigned to faculty is reasonable in every school and division at USCS.*

The Center for Learning Innovation and Achievement has been established in the College of Arts and Sciences to conduct the advisement of entering students. It uses the "packet system" to create learning communities by assigning a cohort of students to the same three classes. Their advisor will teach one of these courses and thus be available continually to this set of students and advisees, who hopefully will bond and form support and study groups on their own. After one semester, students are assigned advisors in their major areas.

Undergraduate orientation appears to be quite effective for freshmen students. Orientation for transfer, evening and adult students is the responsibility of the academic units and is evaluated in a survey administered by Student Affairs. Student survey data indicate that 80% are satisfied and only 5% are dissatisfied with orientation, with the remaining 15% neutral.

*Graduate Program*

The USCS Mission Statement says the institution will "offer selected master's degrees in response to regional demand." It also affirms institutional support of the Extended Graduate Campus Program of the University of South Carolina. The Extended Graduate Campus, formerly called Graduate Regional Studies (GRS) was established to deliver graduate education courses to teachers across the state of South Carolina using the facilities of the campuses of the University of South Carolina.

For about twenty years, GRS was the main delivery system for coursework and degrees in graduate education in the USCS service area. It maintained an administrative office on campus and included USCS faculty in its instructional staff.

In 1993, USC and USCS agreed that USCS should develop its own master's programs in Early Childhood Education and Elementary Education, degrees originally offered by USC Columbia through the Graduate Regional Studies Program. As part of the transfer of these programs, an agreement was reached that USCS would not change the curriculum for three years. The reason was to cause minimal disruption in student programs of study. After three years, changes approved on the Spartanburg campus are reported to the Graduate Council on the Columbia campus, a body that oversees all USC graduate programs. Since USCS is a separately accredited institution for both its graduate and undergraduate programs, this requirement is inappropriate. **Recommendation:** *The Committee recommends that this policy be examined to determine if it should be changed.*

Enrollment in the graduate program has not met the initial enrollment projections prepared when the program was approved. By 1996 the program was projected to have 110 (headcount) graduate students seeking degrees. Actual enrollment reached 264 graduate students in 1996 but increased to only 286 by 1999. These enrollment figures include students taking certification courses as well as those in degree programs. There have been 53 degrees awarded, 17 in 1995-96, 13 in 1996-97, 12 in 1997-98 and 11 in 1998-99. Enrollments in the degree programs are not as high as hoped.

A problem at USC Lancaster undermined the confidence of educators in the integrity of the Graduate Regional Studies program. In the years of transition, the Graduate Regional Studies failed to meet important commitments it made to school districts in the USCS service area. It implemented policies treating enrollment and registration that

were inappropriate for the adult professionals who were students in the program. Because of the close identification of the Graduate Regional Studies with the USCS campus, graduate students and school districts equated the new USCS master's programs with those offered by Columbia. Consequently, USCS graduate enrollments suffered.

USCS has taken several steps in the 1999-2000 academic year to remedy these problems. Administrators at USCS have met with local superintendents to clarify the differences between USC graduate programs and those of USCS. Attempting to restore good relations, USCS has established a program for moving "cohorts" of graduate students through the master's programs expeditiously. USCS has also introduced offerings to help educators obtain National Board Certification, a process encouraged by state government. These explanations and enhancements are expected to improve graduate enrollments at USCS in the near future.

The original financial projections for the program were based on an enrollment driven state formula funding method. South Carolina now uses a performance-based funding system that does not directly correlate with enrollment, so funding for the graduate program cannot be tied directly to enrollment. USCS has historically had limited resources due to poor funding for public higher education in South Carolina and to having the lowest tuition and fees of any baccalaureate level or above institution in the state. These financial constraints have limited the institution's ability to fund the graduate and other programs. By funding a half-time Director of Graduate Studies, providing double release time to faculty members developing new graduate courses, and hiring a full-time administrative assistant and a part-time student assistant, the institution has provided resources to graduate study substantially beyond those for the undergraduate program.

An adequate budget was provided to begin the graduate program and additional funds were provided for the library to upgrade the collection, but the institution has been unable to provide substantial

increases as projected. One of the suggestions of the last SACS visiting committee was that the graduate program should not contribute to increased use of part-time faculty teaching in the undergraduate program.

USCS has a competent and productive graduate faculty, adequate library and learning resources, adequate computer and laboratory facilities, and an appropriate administrative organization for its graduate program. The two degree programs have their own graduate curricula and none of the courses in these programs is in the undergraduate curriculum. The graduate program has its own separate budget, which is sufficient for the minimum requirements of the program.

Other graduate programs are needed in the USCS service area. A master's in vision impairment is being developed to help meet the needs of the South Carolina School for the Deaf and Blind, located in Spartanburg. The Mary Black School of Nursing is exploring the possibility of offering a joint master's degree with the USC Columbia nursing school. Masters programs in criminal justice and information management and systems have received preliminary discussion.

*Graduate Admissions*

Students admitted to the USCS graduate program must hold an initial teaching certificate from a regionally accredited institution. In addition, applicants must achieve designated scores on either the MAT or GRE and submit 2 letters of recommendation.

Admission policies regarding probation or conditional admission allow a student to take up to 12 hours without being fully admitted.

**Proposal:** *The policy allowing graduate students conditionally admitted to take up to 12 hours without being fully admitted should be more clearly described in the USCS Catalog.*

Graduate academic advising is effective for degree-seeking students. Orientation for graduate students has been done by the chair of the graduate division. Beginning with the cohort of students starting in June 2000, a more formal group orientation program was offered. It

included an overview of the cohort and degree programs, discussion of portfolios, and an opportunity for students to take the MAT.

*Graduate Completion Requirements and Instruction*

The Master of Education degrees are designed to provide advanced professional studies in graduate level course work for teachers who currently hold initial certification; who are committed to excellence in early childhood and elementary education; who wish to become reflective professionals and develop leadership skills as classroom teachers. The fundamental goal of the program is to enable the teacher to operate from a basis of rationalized principles that will guide effective and intelligent classroom practice. The policies and program requirements are published in the *USCS Catalog* and in the USCS Graduate Program brochure. Students have 6 years to complete the degree and must maintain a GPA of 3.0 or better on a 4 point system on all courses including those at the 700 level. Students must pass a comprehensive examination at the end of the 36-hour program.

The program is fully accredited with a well-developed curriculum and qualified faculty providing quality instruction. Student performance has been very good with a 100% passing rate on the final comprehensive exams. Enrollment of degree seeking students has been lower than predicted and efforts are underway to address this concern. The majority of students taking graduate courses are enrolled in professional development courses and not seeking a degree from USCS. **Proposal:** *Minority enrollment by graduate degree seeking students has been very low and should be improved.*

*University Publications*

All university publications adhere to principles of good educational practices and have been recognized nationally for doing so. University Communications has received awards from the Advertising Federation of Spartanburg as well as the Admissions Marketing Report Awards Competition (a national competition), and the office continues to focus on

training for the "best practices" in university publications.

A publication policy has been in use since 1991 that addresses the content and design elements of all USCS publications. The University Communications Office administers this policy to ensure the accuracy and consistency of all information describing the institution. The policy has three subsections: external publications, graphical identity, and editorial consistency – all are evident in the USCS Catalog.

The catalog, edited by the Registrar, contains the following information: entrance requirements and procedures; admissions criteria and policies, including the admission of transfer students; rules of conduct; academic calendar; degree completion requirements; course descriptions; full-time faculty and degrees held; costs and financial obligations; refund policies; and other items relative to attending the university or withdrawing from it. This information is subject to the review process for making changes in the catalog as documented in the Faculty Manual. The catalog is also available on the web.

The university typically prints about 13,000 catalogs annually to provide information to all university constituents. It is distributed to students through the deans' and offices of division chairs. It is also available in the Admissions and University Communications Offices and at the University Center of Greenville. The Admissions Office distributes Catalogs at local high school college fairs as well as other events where they have a booth set up for those interested in higher education. Copies are also in the guidance offices of South Carolina high schools and two-year colleges and technical educational institutions.

One area in which the publication policy may need reconsideration is web-based publications. Over the last three years, more and more information has been posted to the web. There are inconsistencies with postings ranging from outdated links to color schemes and logo usage. One possible cause of these problems is the lack of involvement of the University Communications Office in the web publishing process. Web-

page developers can upload their pages to the server--either directly or through Information Systems--without a review process. **Proposal:** *Procedures should be implemented to ensure the integrity of web documents as the use of this medium grows.*

## *Distance Education*

Distance education at USCS includes television/satellite courses offered by compressed interactive video and digital satellite as well as classes taught over the internet. In addition, USCS is host campus for classes offered by the University of South Carolina Columbia. The University's television/satellite classes currently are limited to professional courses for undergraduate education majors and RN Completion Track baccalaureate nursing majors. USCS does not offer correspondence courses, nor does it have branch campuses.

### Mission and Goals

The mission and goals for distance education are consistent with the University's mission: "through on-site instruction, distance learning, continuing education and inter-institutional articulation agreements, students are served across the Upstate." The University of South Carolina Spartanburg is committed to meeting the educational needs of students in the Upstate. Offering courses by distance learning increases the ability of USCS to make education more accessible for adults who cannot attend traditional classes, to offer courses for which faculty resources are limited, and to meet needs within the University of South Carolina system. The University of South Carolina Spartanburg is committed to offering high quality courses and programs accessible to the citizens of the Upstate.

### Statement of Purpose and Goals for USCS Distance Learning

#### Purpose

*The purpose of distance learning at USCS is to achieve academic excellence by offering existing programs and courses using various modes*

*of delivery to off-campus sites. It seeks to provide a high quality student experience by expanding the times and places of program offerings and embracing technological innovation. Through partnerships with other educational institutions, with business and industry, and with community and public agencies, USCS will create off-campus learning opportunities as they are needed. The institution will show operational stewardship by providing these essential services efficiently.*

**Goals**

- *To maintain the high quality of the existing academic programs delivered off campus as defined by appropriate accrediting agencies;*
- *To comply with the SREB* ***Principles of Good Practice*** *for distance learning;*
- *To ensure the technology used is appropriate to the nature and objectives of the programs.*

Besides the University's mission and goals for distance education, USCS subscribes to the Southern Regional Education Board's (SREB) *Principles of Good Practice* to ensure high quality distance education offerings. These principles address the purpose of the Electronic Campus, basic assumptions central to the principles, curriculum and instruction, institutional context and commitment, and evaluation and assessment.

The South Carolina Commission on Higher Education has written distance education into its "Strategic Plan for Higher Education in South Carolina: 2000." A part of this Plan treats distance education and includes strategies to "work with the South Carolina Distance Education Partnership, the Southern Region Education Board, and the Southern Regional Education Council to develop guidelines for statewide coordination of distance education and compile a comprehensive distance education document" and to "develop and coordinate support for improved

use of technology and distance education capabilities, including improved faculty development, master contracts for hardware, and electronic library and databases." This plan is a "driver" for USCS efforts in distance learning.

Distance education programs are created, taught, and evaluated by the academic units offering them. Administration of off-campus learning is the responsibility of the Executive Vice Chancellor for Academic Affairs.

**History**

The University of South Carolina Spartanburg has a regional station for South Carolina Educational Television on the campus. WRET is located in the Media Building on the USCS campus, and WRET built a distance learning studio for offering of televised classes over satellite television. The University of South Carolina Spartanburg began offering courses by distance learning using the facility and staff of WRET.

During Spring Semester 1996, the University of South Carolina Spartanburg began offering a few televised courses. It presented SGRM *105*-Introduction to Business German over the South Carolina Educational Television Multi-channel Digital Satellite Network. During Fall Semester 1996, the University of South Carolina Spartanburg offered SDEU 632/SEGL 484-Children's Literature over the same network. Children's Literature was offered again in fall 1997. In Spring 1997, the University of South Carolina Spartanburg responded to a request by the South Carolina Department of Education to offer a course in the German language and German culture as well as in teaching methods in Germany to teachers who would be part of an exchange program. SDEU Q632G-Comparative Study of German/American Middle School Science was offered beginning in March 1997.

As the University of South Carolina Spartanburg began examining needs in the Upstate that it could meet through distance learning, the School of Nursing took the lead. Registered nurses in the Greenville area

wanted to work for a BSN degree; however, they found it impossible to meet classes as they were scheduled on the campus of USCS or at the University Center of Greenville. The School of Nursing realized that baccalaureate-prepared nurses were needed in South Carolina to care for the rural, medically under-served counties. To reach potential students in these areas, the nursing faculty selected satellite as a mode of delivery for required courses.

Simultaneously, officials of the University of South Carolina system approached USCS about offering courses leading to the B. A. in Early Childhood Education and the B. A. in Elementary Education on the campus of one of its two-year institutions, the University of South Carolina Sumter. The offering of junior- and senior-year courses leading to teacher education degrees at Sumter would be by distance learning.

The University of South Carolina Spartanburg also began exploring the need to increase offerings at the University Center of Greenville, where the University of South Carolina Spartanburg is a partner in a consortium with seven other institutions. Courses were needed in areas where USCS faculty members were already teaching full loads. Adding additional courses at the University Center of Greenville would require the use of adjunct faculty or the teaching of courses on the USCS campus and transmitting them to the University Center of Greenville by compressed video.

1. Because of these developments, USCS set goals for distance learning capability for the university. The first step was to establish the Distance Education Research Group. Faculty and student guidebooks were developed by the research group. These guidebooks outlined policies and procedures to govern distance education at USCS. They will be continuously reviewed and modified as necessary.

## Off-Campus Instruction Sites

The University has offered selected programs at off-campus sites in Greenville and Greer for several years. Although the number of courses offered is small compared to all the course offerings of the University, these classes provide students an accessible, convenient, and effective means for receiving college credit and earning degrees when attendance in a traditional setting is not possible. The tables below list courses offered at the Greenville and Greer sites during the fall 2000 Semester.

### 2000 Fall Semester Courses at University Center of Greenville

| Course | Credit | Title | Time |
|---|---|---|---|
| SBAD 331 | 3 | Intermediate Acct. I | T 6:00 pm |
| SBAD 350 | 3 | Principles of Marketing | M 6:00 pm |
| SBAD 371 | 3 | Org. Mgt. & Behavior | W 6:00 pm |
| SBAD 374 | 3 | Mgt. Of Human Resources | Th 6:00 pm |
| SBAD 390 | 3 | Business Info. Systems | T 6:00 pm |
| SCSC 141 | 3 | Elem. Algorithm Design | MW 6:00 pm |
| SCSC 310 | 3 | Intro. To Computer Archi. | TTh 6:00 pm |
| SCSC 321 | 3 | Adv. Data Structures | TTh 7:25 pm |
| SCSC 520 | 3 | Database System Design | MW 7:25 pm |
| SCSC 540 | 3 | Adv. Program Design | MW 6:00 pm |
| SEGL 447 | 3 | Southern Literature | M 6:00 pm |
| SGIS 491 | 3 | Art & Politics | M 6:00 pm |
| SHST 322 | 3 | Hist. Of SC, from 1650 | T 6:00 pm |
| SBSN 310 | 3 | Health Assessment | T 1:00 pm TV |
| SBSN 310L | 3 | Health Assessment Lab | TV |
| SBSN 350 | 3 | Concepts of Prof. Nursing | 9:00 am TV |
| SBSN 451 | 3 | Leadership Nursing Prac. | T 3:00 pm TV |
| SBSN 451L | 3 | Leadership Nursing Prac. Lab | TV |
| SPSY 460 | 3 | Human Sexual Behavior | Th 6:00 pm |
| SSOC 474 | 3 | Social Change | W 6:00 pm |

### 2000 Fall Semester Courses at Greer

| Course | Credit | Title | Time |
|---|---|---|---|
| SATH 205. | 3 | History of American Art | W 6:00 pm |
| SART 108 | 3 | Computer Graphics I | Su 1:00 pm |
| SART 108 | 3 | Computer Graphics I | TTh 2:45 pm |
| SART 206 | 3 | Typography | TTh 2:45 pm |
| SART 228 | 3 | Business for Visual Artist | T 6:00 pm |

| | | | |
|---|---|---|---|
| SART 261 | 3 | Intro. To Photography | Sa 9:00 am |
| SART 261 | 3 | Intro. To Photography | Sa 6:00 pm |
| SART 361 | 3 | Intermediate Photography | TTh 8:45 am |
| SJOU 301 | 3 | Survey of Mass Comm. | M 6:00 pm |
| SJOU 310 | 3 | Mass Media & Society | W 6:00 pm |
| SSPH 448 | 3 | Organizational Comm. | T 6:00 pm |

Greenville and Greer site students have full access to the University's resources and services by local telephone, toll-free line, the internet, or personnel there. The University's office at the Greenville Center is staffed by the full-time USCS Coordinator of University Center Programs. Offerings at the Greenville Center are an integral part of the University; on-campus students sometimes go to these sites for courses; students in these areas may come to Spartanburg for classes or support services.

**Compressed Video**

In 1997, the University began offering compressed interactive video and digital satellite courses in the School of Education and the School of Nursing. These courses are the same as taught on campus but use technology for delivery. Education sends courses to Sumter. Nursing courses are received in Allendale, Bennettsville, Columbia, Conway, Greenville, Greenwood, Loris, Orangeburg, Pendleton, Rock Hill, and Union.

In May 2000, the first students graduated from the School of Education's distance learning program offered at Sumter. Thirty-six classes have been offered at this site with an average class size of twenty. Three classes of students have graduated from the School of Nursing baccalaureate program through distance learning opportunities.

**Courses offered at USC Sumter Fall 2000**

| | |
|---|---|
| SAED W329V 800 | ART FOR ELEM/MIDDLE SCHL |
| SEDC W400V 800 | RESOURCESITECH IN TEACH |
| SEDE W440V 800 | CLIN II/EARLY CHLDHOOD |

| | |
|---|---|
| SEDE W446V 800 | MATH FOR YOUNG CHILD |
| SEDE W447V 800 | SOC STUDI FOR YOUNG CHLD |
| SEDE W448V 800 | SCI FOR YOUNG CHILD |
| SEDE W449V 800 | CREATIVITY AND PLAY |
| SEDE W468V 800 | EDUCATION/YOUNG CHILDREN |
| SEDE W469V 800 | DIR TCHG EARLY CHILDHOOD |
| SEDF W210V 800 | FOUNDATIONS OF EDUCATION |
| SEDF W333V 800 | ED DEVEL LIFELONG LEARN |
| SEDF W485V 800 | PRIN EFFECT CLASSRM MGT |
| SEDL W441V 800 | ELEM SCHOOL CURRICULUM |
| SEDL W445V 800 | TCH_LANG ART ELEM/MID SC |
| SEDL W449V 800 | ISSUES/TRENDS IN ELEM ED |
| SEDL W470V 800 | DIR TCHG_ELEM OR MID SCH |
| SEDR W414V 800 | EMERGENT/EARLY JTERACY |
| SEDR W416V 800 | READING/ELEM/MIDD~E SCHL |

**Nursing Courses Offered through Compressed Video Fall 2000**

| | |
|---|---|
| SBSN W310 900 | HEALTH ASSESSMENT |
| SBSN W310l 900 | HEALTH ASSESSMENT PRACTICUM |
| SBSN W350 900 | CONCEPTS OF PROF NURSING |
| SBSN W451 900 | LEADERSHIP MURS PRAC |
| SBSN W451L 900 | LEADERSHIP PRAC |

**Web Courses**

USCS initiated web courses in 1998. A Web course was first offered in the School of Business in 1998; the School of Nursing began offering courses in the baccalaureate program (RN Completion Track) in the fall of 2000, and several Divisions within the College of Arts and Sciences began offering Web courses then as well.

**Web Courses Offered in the Fall 2000**

| | |
|---|---|
| SBSN W310 900 | HEALTH ASSESSMENT |
| SBSN W310 900 | HEALTH ASSESSMENT PRACTICUM |
| SBSN W350 900 | CONCEPTS OF PROF NURSING |
| SBSN W451 900 | LEADERSHIP MURS PRAC |
| SBSN W451L 900 | LEADERSHIP PRAC |
| SECO W222 800 | PRINC MICROECON |

**Support Services**

Students choosing courses and programs using compressed video, digital satellite, or the web, have access to University resources and services primarily through the internet and toll free telephone numbers. In addition, these students may come to campus for services or request them electronically. Library resources are available through electronic means and interlibrary loan, as well as by access to library resources in the student's home area. Students have ready access to faculty through e-mail, telephone, course list-server software, and electronic discussion rooms. Faculty office hours are posted on syllabi, and faculty members inform students about how to reach them. In addition, students enrolled in a preceptor practicum course in nursing may contact faculty members through a beeper system.

**Resources**

Faculty members have been encouraged to develop and offer interactive video and web courses by such incentives as reduced teaching loads for course design, faculty development programs and workshops, as well as grants. Only full-time faculty members teach electronic distance learning courses. Faculty members teaching distance education courses also teach them on campus.

Distance Education is supported by the units offering courses and by several grants. These moneys are used to prepare faculty members to teach courses, to acquire appropriate technology, to pay release time for course design, and to cover other expenses related to distance offerings. The University has been awarded over $700,000 in grants, which in whole or part support distance education. A budget of appropriated money in Academic Affairs assists with audio bridge charges, tapes for copying programs, and WebCT license fees.

Assessment

The University evaluates its distance education just as it does its on-campus academic offerings, e.g., student evaluations of faculty members, course evaluations, and standardized tests such as the Praxis series and NLN Assessment Test. Other assessments include tracking the number of students in off-campus courses, comparing the grades of distance learning students with those of on-campus students. In some cases, additional instruments are used to assess the delivery system.

The Mary Black School of Nursing has a detailed plan to assess its distance education offerings. This plan lists important items for assessment, specifies frequency of evaluation and the data to be collected, identifies the person or group receiving the assessment report, and lists the resulting actions taken. It has forms for students to use in evaluating preceptors and instructors in labs and courses. It has an exit evaluation survey for students leaving the program. Some instructors use weekly evaluation forms as their courses progress.

The School of Education subscribes to the *Common Standards and principles of Good Practice* of the Southern Regional Electronic Campus and to the rigorous standards of the National Council for the Accreditation of Teacher Education (NCATE). In January of 1999, students enrolled in the School of Education distance education program were given a survey to determine program effectiveness and student satisfaction. The same students were surveyed again at the end of the semester. Students were also given the Student Opinion Poll administered in all USCS education classes. Further, USC Sumter distance education graduates performed at the same level of proficiency on the Praxis Beginning Teacher Assessment Examination as other USCS education graduates. These assessment measures are repeated continuously.

The Dean of the School of Education appointed a Distance Education Standing Committee for his school in 1999 Fall Semester. This Committee is charged with the task of developing policies, operational

procedures, and on-going assessment of the distance education program delivered on the USC Sumter campus. The Committee, reacting to the results of the assessment instruments has made the following recommendations and improvements: 1) the sound and picture quality of the distance education rooms has been enhanced; 2) a policy limiting the size of distance education classes has been implemented; 3) the use of on-site facilitators has been recommended; and 4) several methods classes have been identified as unsuitable for this type of delivery. The work of this committee will continue.

The University's distance education courses and programs comply with all applicable criteria.

**Courses From Elsewhere**

Although most distance education activity at USCS involves courses offered by the institution, the campus also is a receiver site. Pre-engineering students at USCS take Engineering 200 (Statics), 210 (Dynamics), 211 (Introduction to Computer Engineering, 221 (Introduction to Electrical Engineering I), and 290 (Thermodynamic Fundamentals), all of which are coordinated by the Distance Education Office at USC Columbia. The campus is also equipped teleconferencing, which it uses for non-credit short courses.

***Continuing Education***

The USCS continuing education program has taken on a variety of forms and organizational structures since the last SACS self-study. A new director was hired in the fall of 1999 and the program has been reorganized. The mission of Advanced Training and Continuing Education is to develop and offer quality non-credit educational programs and services in partnership with academic, business and professional resources in order to meet individual and organizational needs for continual learning, training and development. Non-credit programs that extend the instructional expertise of the university in the arts, sciences and

professional fields of business, education, health, criminal justice and information technology to learners and professionals in all types of organizations and settings are offered.

Programs are offered for business, industry, government, education, healthcare, service organizations, and to serve community interest. They provide knowledge, skills, and systems that support organization, management, professional and personal development, and individual enrichment delivered in a flexible manner. The Rampey Center, which houses the office of Advanced Training and Continuing Education, is an excellent facility for classes, meetings, and conferences. Programs are also conducted at the customer's location and customized to meet special organizational needs. The Rampey Center offers distance learning technology and opportunities for two-way satellite and video conference program transmission to multiple locations offsite. Web based programs are also under consideration.

The office of Advanced Training and Continuing Education was closed in January 2001 for financial reasons. Non-credit offerings will become the responsibility of the academic units.

### *Student Records*

USCS meets all applicable SACS criteria regarding student records. The Columbia campus as part of the USC record system maintains permanent copies of student records. This practice causes problems for USCS because of difficulty getting accurate data for various reports and institutional research issues in a timely manner. USCS has not been allowed to adopt academic policies and procedures that are not the same as those for the Columbia campus or other campuses in the USC System. USCS has been prevented from implementing policies adopted by the faculty because the USC System prefers uniform policies for all campuses, in part to facilitate the computerized record system. The current student information system is dated and difficult to use. **Proposal:**

*The Committee proposes that USCS consider implementing its own separate student information system that is more responsive to our specific mission and needs.*

### *Consortial Relationships and Contractual Agreements*

USCS does not have any consortial relationships or contractual agreements to offer degree programs. USCS belongs to the University Center on the Greenville Tech campus but offers its own courses there.

### *Academic Units: The College of Arts and Sciences*

The College of Arts and Sciences began the decade as the School of Humanities and Sciences. A reorganization and name change occurred in 1998 to reflect the size and significance of the unit to the academic enterprise. The College consists of four divisions, Fine Arts, Languages and Literature; Mathematics and Computer Science; Natural Sciences and Engineering; and Social and Behavioral Sciences. In addition, the College offers the Bachelor of Arts and Bachelor of Science in Interdisciplinary Studies and provides freshman learning community advising and tutoring through the Center for Learning Innovation and Achievement.

### *Division of Fine Arts, Languages, and Literature*

The Division of Fine Arts, Languages, and Literature (FALL) offers degrees in communication, English, French and Spanish. Three of these majors have been added since the last SACS self-study. The majors in French and Spanish began in 1995 while the communications degree was first offered in 1996. While the foreign language programs can only report a modest number of majors, the prospects for growth are good for the future, especially since the proposed new general education plan would make a semester of foreign language a university wide requirement. In April of 2000, the foreign language programs underwent a mandatory review by South Carolina Commission on Higher Education (CHE).

The communications major offers three concentrations, all of which have flourished: speech (23 majors), journalism (100 majors), and theater (17 majors). In a sense, this program has been victimized by its own success, since staffing has not kept up with growth. To handle these programs and their enrollments, the division has five tenure-track faculty members and three instructors. Another will be needed in speech, where fourteen sections of the public address service course are offered each semester. This new position will be needed to bring the part-time faculty usage in this area in line with the 20% guideline for adjunct faculty use adopted by USCS.

In the fall of 1998 the English major went through the state's mandatory CHE Review, and was singled out for praise, perhaps more than any of the other English programs in South Carolina. Of note was the complement to the faculty: despite being "comparatively underpaid" and "probably overworked," "they perform their multiple duties with dedication and good spirits" (103). The Review also praised the "excellent portfolio-based assessment program" (104). The Review recommended that enrollments in introductory writing courses be reduced to *Association of Department of English Guidelines*, which state that the optimal class size is 15, but never more than 20. All English 101 sections were 20 or below for Fall Semester 2000. English was criticized for "excessive reliance on part-time faculty" (107). On this front, there has been excellent progress, as of the fall 1999 with the hiring of one assistant professor and two instructors. With these additions, part-time use in English has been reduced by about one-half, to 24%. Full time tenure track faculty must be replaced as they retire to keep this percentage down.

To supplement and enrich the academic programs, the division sponsors a wealth of co-curricular activities to include the Gospel Choir, University Singers, and the Shoestring Players. In recent years, the USCS Pep Band has been converted into a Jazz Band, and our very successful Debate Team has proven competitive, often defeating much larger

universities. In addition to these activities, FALL students play an active part in arranging the Art Gallery exhibits (at least two a semester), constitute most of the staff of the *Carolinian* newspaper, and produce *Writer's Inc.*, a publication of student creative writing and artwork. The English department sponsors a Literary Club, and the foreign language faculty members sponsor a foreign film series, studies abroad programs, and lunch time sessions when students and community members can practice informally their oral skills in Spanish, French, or German. Students also help with *Maggie's Drawers*, a literary magazine and visual arts contest sponsored by the English department for area junior and senior high students. Each year *Maggie's Drawers* receives thousands of submissions, and in May an award ceremony is held for the winners, their parents, and their teachers.

All disciplines in FALL have been re-examining their curriculum for the last year. It is clear at this point that proposals for two new majors will emerge. Studio Art has been growing for some time. It has added courses recently, and seventeen students declare art a concentration within the Interdisciplinary Studies program. Making an art major all the more likely is that the Visual Art Institute of Greenville Technical College at Greer has some 247 graphic design majors. The Institute and USCS are planning to institute a 2 + 2 program in graphic design and a faculty member has been hired in this area. Jazz Studies is another major program at the planning stage. As a way to test the waters, the USCS jazz instructor offered a summer "Jazz Camp." Planning is underway to offer a concentration in music in the Interdisciplinary Studies degree through collaboration with the Petrie School of Music at Converse College. Two other areas being considered are art education and dance education, which the South Carolina Department of Education considers "critical needs" area in teacher education.

*Division of Mathematics and Computer Science*

The Division of Mathematics and Computer Science and the Division of Natural Sciences and Engineering were created in the summer of 1990 by a split of the Division of Science, Mathematics, and Engineering. The Division of Mathematics and Computer Science (MCS) offers a Bachelor of Science in mathematics and three concentrations within a Bachelor of Arts or Science in computer science. The concentrations are computer science (general), computer information systems, and applied math. There are currently 14 mathematics majors and 18 secondary education mathematics majors. Since many courses in mathematics serve other majors, the limited number of majors does not translate into low enrollments in most courses. There are 127 general computer science majors, 16 applied math computer science majors and 92 computer information systems majors.

Since the 1991 SACS self-study, the Division of Mathematics and Computer Science has adopted mission and vision statements (1999); instituted "Sharpen Your Skills" refresher courses to aid in math placement (1996); developed a problem-based version of College Mathematics (1994); begun an undergraduate research group (1995); continued a joint colloquium series with Converse and Wofford Colleges; renewed an emphasis on public speaking through professional presentations and a Mathematics Speakers Bureau; and implemented 2 + 2 and other articulation agreements with primary feeder institutions. A number of significant changes have been instituted to maintain currency in the curriculum

In 1997, the division began offering courses for the computer information systems concentration at the University Center of Greenville. This program has grown to near capacity and has increased the need for additional computer science faculty.

In spring 2000, the division moved from its original home in the Administration Building to a newly renovated location in the Hodge Center. While the relocation provided beautiful state-of-the-art

classrooms, labs and offices, there were minimal gains in computer classroom space, and some classes will continue to be taught in other buildings. Demand for computer classrooms continues to exceed supply. Heating and cooling of computer spaces is always a primary concern and early indications are that the move to the Hodge Center will not eliminate this problem. At this writing, the major's computer lab remains poorly cooled.

In addition to offering courses in the major, the computer science faculty teaches a computer literacy course that is required of most students on campus. Staffing these classes has been a challenge and currently 33% of the computer literacy sections are staffed by part-time faculty. Ideally, this course should be taken during the student's first two semesters at USCS, but the division is only able to offer enough sections to serve two out of three students who need the course in a timely fashion. The staffing problem in computer literacy, combined with the shortage of computer classroom space, creates a shortfall in needed sections that, in turn, impedes the progress of students. The university should explore other options to solve this problem such as individualized or web based instruction, as well as allowing computer literate students to test out of this required course.

*Division of Natural Sciences and Engineering*

The Division of Natural Sciences and Engineering (NSE) offers two degree programs, biology and chemistry. Each provides courses for its majors and for secondary education science majors, as well as support courses for nursing, and the general education curriculum. Chemistry also provides a required 4-course sequence for biology majors. Support courses for science majors and general education courses are provided in astronomy, physics, and geology. Two introductory engineering courses, as well as distance education engineering courses taught by USC Columbia faculty are offered. No full-time engineers are on the faculty, although local engineers are hired to provide support for the distance

education courses. A variety of two year pre-professional programs are available in pre-engineering, pre-pharmacy, pre-physician assisting, and pre-chiropractic. Three and four year programs designed for students entering health fields in which the first professional degree is a graduate degree such as medicine, dentistry, optometry, physical therapy, and veterinary medicine are also offered. Curriculum revision in both biology and chemistry is underway, and a proposal for the development of an environmental sciences program has been submitted for consideration to the Executive Vice Chancellor for Academic Affairs.

Student enrollments in NSE have increased since the last self-study. Student FTE increased 16% from Fall 1990 to Fall 1999 (274.71 to 319.46 FTE), with the division's share of overall USCS undergraduate FTE increasing from 10.2% to 11.1%. The increase in the number of majors is difficult to assess accurately because pre-professional students were identified as "undecided" students in the university record system until the fall of 1993. Therefore, comparing overall NSE majors from 1990 to 1999 is somewhat misleading. Official university numbers show 110 NSE majors in 1990 and 290 in 1999. Numbers of biology majors has remained steady over the past decade (92 in 1990 to 105 in 1999), as has the number of chemistry majors (18 in 1990 to 15 in 1999). The main growth has been in pre-professional students. Of the 170 current pre-professional students, the most numerous are the pre-engineers (45), pre-meds (28), and pre-physical therapists (22).

In 1990, the heavy dependence on part-time faculty was a concern and class sizes in some introductory courses reached 60-70 students. Some beneficial changes in both part-time faculty load and class sizes have occurred over the last decade. The number of full time faculty increased from 13 to 19, resulting in a drop in part-time faculty usage, from 33% to a current 23% rate across the Division. Biology decreased from 40% to 18% part-time, with the addition of 4 faculty members (to a current total of 10). Chemistry, despite adding 2 faculty members (to a

current total of 6), had part-time faculty use increase from 22% to 26% due to a large increase in course offerings. Because of one faculty member becoming a full-time administrator, physics and astronomy has a current 50% part-time faculty rate. Geology gained a faculty member and eliminated part-time faculty usage. The addition of a full-time lab manager to oversee the labs and manage lab health and safety has been a positive change.

Faculty members have provided additional opportunities for students through student organizations and experiential learning opportunities. The number of clubs has grown from two in 1990 to the current five (Health Professionals, Environmental, Chemistry, Horse, and Scuba & Snorkel). Nearly all biology and chemistry faculty have sponsored internships, and structured internship courses are offered in the spring semester (health careers) and Maymester (hospital-based) term. About half of the biology and chemistry faculty have sponsored undergraduate research, and research grants have been received from both private and public agencies. The division is also a member of the Council on Undergraduate Research (CUR).

The importance of academic advising is underscored by the development and revision of a division advising handbook as well as memberships in the National Association of Advisors for the Health Professions (NAAHP) and the National Academic Advising Association (NACADA). Advising materials from both associations are provided to faculty.

The chemistry and biology programs both completed the South Carolina Commission on Higher Education (CHE) mandatory reviews within the past decade, and both programs were recommended for continuation. Areas of concern in the chemistry review were heating, air conditioning and ventilation conditions, laboratory hood air flow, low equipment budgets, tightly scheduled laboratory space for freshman courses, and inadequate computer facilities. The biology review

highlighted problems with lab space for freshman courses, numbers of full time faculty, research space, equipment budget, and faculty travel funds. The division moved into the Smith Building in 1985 and lab space at that time was sufficient. Enrollment increases since then have made scheduling of freshman lab sections in both chemistry and biology a serious problem. Equipment funds have remained at a constant level of $20,000 over the past decade, despite enrollment growth and inflation. The proposed renovation of basement space for research purposes has not yet occurred. Although significant efforts have been made to improve the situation, HVAC and laboratory hood problems remain. Problems with equipment and travel budgets have not been addressed. The University did attempt to obtain state funding to solve HVAC, hood, and research space problems with no success. On the positive side, full time faculty members have been added and a computer lab for science students was created fall 2000.

***Division of Social and Behavioral Sciences***

The Division of Social and Behavioral Sciences offers bachelors degrees in history, political science, sociology, psychology and criminal justice. While there have been no new degree programs developed within the division since the last SACS self-study, there have been a number of new courses created in areas such as American studies, women's studies, and comparative religion. Revisions were made in the criminal justice, psychology, and sociology majors. These changes included new numbering systems and course changes that provided new tracks within some of these majors. Developments are underway to have courses in African American studies, leadership studies, and environmental studies. Extensive curriculum revisions are moving through the academic affairs channels.

The division leads the College of Arts and Sciences and the campus as a whole in credit hour production. In addition to courses

offered for its majors, the division provides support courses for the other majors within the College, as well as for the professional schools and the Interdisciplinary Studies program. Paradoxically, while there has been a decline of 18% in the number of majors, the credit hours taught by the faculty have risen by 11% since 1994. Student enrollment in courses taught within the division has risen from 3281 in 1993 to 3781 in 1999. Counting the students in non-major courses such as philosophy, geography, anthropology, and religion the division is responsible for 28% of the total campus credit hour production.

A notable accomplishment of the SBS faculty is their emphasis on internships that are offered in most majors. These are useful preparation for the job market and can lead to specific employment. Psychology is exemplary for giving attention to undergraduate research, a practice that often leads to undergraduates attending and reporting at psychology conventions.

There have been 27 full time faculty in the division since 1994, while psychology has added one new position and political science has lost one. Because of the student load, new instructorships are being considered in political science, history, sociology, and philosophy. The use of part-time faculty teaching by the Division has declined recently from 20% to 16%.

The division, with the exception of the psychology department, has been housed on the second floor of the Library Building since 1976. This building was originally designed to become the campus library and the offices and classrooms on the second floor were created with temporary partition walls that were to come down as the library expanded. The heating and cooling system is inadequate and combined with the absence of windows has created a stuffy environment resulting in challenging work conditions and low morale. Other priorities and limited funds have prevented the institution from completely resolving these problems. A new information resources building is being designed to accommodate the

library, and funds will be sought to renovate this building at that time. Nonetheless, extensive classroom renovations were made in the summer of 2000. Lighting was updated (which also helped to decrease the amount of heat generated from previous lighting); all classrooms, halls and stairwells were painted; matching desks were installed; ceiling fans were installed to aid in air circulation, and updated wall maps were placed in three designated classrooms. In addition, a whiteboard product was used to turn designated blackboards into whiteboards. All overhead projectors have been inventoried and repaired. Six "early Pentium" computers have been designated to be placed in room 240 to create a small SBS majors lab to support specific software for upper level courses. The IMLS grant (Institute for Museum and Library Services) has given USCS the opportunity to have four smart classrooms for a library curriculum to be taught within the general education program. One of the four classrooms was designated to be room 254 of the Library.

*Interdisciplinary Studies Program*

The College of Arts and Sciences also offers the Bachelor of Science and the Bachelor of Arts in Interdisciplinary Studies. This program provides students with the opportunity to concentrate in a single discipline, combine course work from two or more disciplines, or develop an individualized curriculum based on personal interests, the desire for self-improvement, or in preparation for study in a profession such as law or medicine. The number of Interdisciplinary Studies majors has more than doubled from about 125 to over 270 since the last SACS self study. Most of this increase has come from students transferring from technical programs at either Greenville Technical College or Spartanburg Technical College.

The program is directed by a senior faculty member who assigns advisors, approves programs of study, and provides administrative leadership. An Interdisciplinary Studies Academic Affairs Committee advises the director and the dean on matters regarding the program. The flexibility provided students in this program is consistent with the university's metropolitan mission of service to the surrounding area.

*Center for Women's Studies*

Established in October 1998, the Center for Women's Studies and Programs (CWSP) is housed in the College of Arts and Sciences, with a strong connection to and support from the Division of Student Affairs. The CWSP serves students, faculty, staff and community members through curricular and co-curricular programming, resource and referral services, advocacy efforts, and training activities on women- and gender-related issues. As part of the USCS commitment to recognizing and supporting diversity efforts on campus, the Center for Women's Studies and Programs promotes a safe and healthy university environment by creating and enhancing leadership opportunities, personal growth, and professional development for women in our campus community. In an effort to educate more fully our university constituents, the CWSP provides resources and support services relating to women's issues. Furthermore, the CWSP serves as the coordinating site for the USCS Women's Studies academic program.

*CLIA*

The Center for Learning Innovation and Achievement was created in 1998 in the College of Arts and Sciences to assist with advising of incoming freshmen and students who either are interdisciplinary studies majors or have not declared majors. The Center is charged with organization of Learning Community registration which places cohorts of entering freshmen in up to three common courses, one of which is taught by the academic advisor (or facilitator) of the cohort. The Center also

selects a team of Delphi Advisors who provide enhanced advising for undecided and otherwise at-risk students. In addition, the Center provides faculty development in matters of advising. A tutoring service is coordinated and staffed by the Center.

*School of Business Administration and Economics*

The School of Business Administration and Economics offers a Bachelor of Science degree with concentrations in accounting, economics and finance, general business administration, management, and marketing. In the ten years since the last SACS accreditation visit, there have been a number of important developments in the school. The achievement of accreditation by the AACSB - The International Association for Management Education in November of 1999 represented years of hard work and program development. This accreditation places USCS among an elite group of approximately 30 other schools in the United States which have a bachelor's-only AACSB accreditation.

The School has a strong faculty, currently numbering 17, 15 holding doctoral credentials in their teaching fields. The other two hold master's degrees with significant professional experience in their teaching fields. In the work leading to AACSB accreditation, the organizational structure of the School of Business was revised. Rather than having conventional faculty committees, the faculty was organized into a team structure. One team devoted its efforts to curriculum development and curriculum knowledge and skills recognition. The second team devoted itself to the development of the system for promoting and cataloging intellectual contributions of the faculty. The third team was devoted to the development of formal faculty development programs, plans, and reports. The fourth team was devoted to student issues including the development of the student handbook, which explains academic rules and regulations for School of Business students.

USCS has committed significant resources to the development of programs at the University Center of Greenville. The School of Business

has been the leader in this effort. Currently two complete USCS Bachelor of Science in Business Administration degree programs are offered at the University Center in Greenville, one with a concentration in managerial accounting and one with a concentration in general business. In addition, 2 + 2 agreements have been signed with Greenville Technical College and Spartanburg Technical College, making it possible for students to easily transfer from the college transfer programs at these two local institutions.

During the period since the last SACS self-study, the School has received three major grants from the Business and International Education Program of the U. S. Department of Education. These grants were for the purpose of internationalizing the faculty, developing export promotion and education programs, developing business German and business French foreign language courses, and for promoting student internships in Europe for School of Business students. All of these objectives have been accomplished. Because of these federal grants, an additional gift from an individual for over $100,000 was received for the continuation of the student overseas internship activities. The first group of students visited Europe under this gift in the year 2000.

Another successful venture of the School has been the internship program that has been placing students with local businesses since 1992. A number of student interns are placed every semester. The director of the School of Business Center for Economic and Community Development serves as internship coordinator, facilitating the placement of students who wish to find internships and finding interns for companies that wish to place interns in their organizations.

*School of Education*

The School of Education has experienced a number of significant changes since the last SACS self-study. The first major change was the addition of the Master of Education degree programs in early childhood and elementary education in 1994. Since these were the first graduate programs offered by USCS, the institution had to apply for SACS accreditation as a

Level III institution. This process took approximately two years and Level III accreditation was granted on January 6, 1997.

In 1996, the School of Education began the process of securing accreditation by the National Council for Accreditation of Teacher Education (NCATE.) A thorough examination of the School and all of its degree programs led to major revisions in the undergraduate curriculum. Two additional full time faculty members were hired in 1997 to meet deficiencies identified. The NCATE accreditation process was successfully completed and recognition received for both the graduate and undergraduate programs on October 30, 1998.

In the spring of 1998 the School of Education was asked to begin offering its undergraduate early childhood and elementary education degree programs on the campus of USC Sumter, a two-year campus of the University of South Carolina System approximately 130 miles away. Coastal Carolina University had previously offered these programs at Sumter when Coastal Carolina was part of the USC system. The faculty of the School of Education endorsed this concept with the understanding that USCS faculty would be hired to teach in residence on the Sumter campus. Over the summer of 1998, an administrative decision was made to offer the programs via distance education instead, with some classes originating on the Spartanburg campus and some classes originating on the Sumter campus. Classrooms were equipped on both campuses for live broadcast using compressed video. Policies and procedures were developed and SACS approval was obtained. A full time USCS faculty member was hired to direct and teach in the program at USC Sumter. In addition, two qualified USC Sumter faculty members were given part-time appointments to the USCS School of Education faculty.

A great deal of time and effort by administrators on both campuses went into planning for and negotiating the arrangements for these programs. Modern well-equipped distance education classrooms were quickly prepared on both campuses and training was provided for the

faculty members who were to teach in the programs. In addition, faculty members teaching a distance education course for the first time are given one course release to prepare for and teach using this new approach. The decision to offer these programs via distance education was made without faculty consultation or endorsement and was not well received initially by the faculty of the School of Education or by the students on either campus. In spite of their frustration, all involved put forth their best efforts to help make the endeavor a success.

While these distance education courses have only been offered for a year and a half, there is every reason to believe that they will be effective and successful since the same faculty are offering the same courses to students at both sites. The main concerns have been class sizes, the number of faculty needed to offer the programs in two locations and the unique challenges distance education in this format presents. Some feedback has been obtained from faculty and students and some improvements have been made as a result.

In 1991, there were fourteen full time faculty members in the School of Education. In spring 2000 there are sixteen full time faculty members, including one in Sumter. When the graduate program began in 1994 a commitment was made to hire two additional full time faculty members. Since that time, the number of full time faculty positions has been as low as 13 in 1995 and as high as 16 in 1997. During that same time, the full time equivalent enrollment grew by 52% from 183 to 278 in the undergraduate program and from zero to 68 in the graduate program. Substantial program growth and limited faculty growth have resulted in a heavy dependence on part-time faculty. In the fall of 1999, part-time faculty members were carrying 28% of the teaching load at the undergraduate level in the School of Education. One of the factors contributing to the high use of adjunct faculty in the School of Education is that faculty members teaching a graduate course or a distance education course for the first time get a course release.

A number of new initiatives and programs are being developed and implemented. In response to the shortage of special education teachers in the state of South Carolina, the School of Education received approval for a new undergraduate special education degree program beginning in the fall of 2000. One new faculty position has been advertised with another to be added in 2001. In addition, a new middle school certification major is being developed in response to the new state middle school certification option. A cohort approach is being developed to increase enrollment by degree seeking students in the graduate programs as well.

Faculty and students in the School of Education are also involved in a number of other programs and ventures such as the Teacher Cadet Program, the Saturday Academy for selected middle school students and the Read America Program. Active student chapters of Kappa Delta Pi, the Association for the Education of the Young Child and the South Carolina Education Association provide opportunities for service to the profession and the community. Professional development relationships have been established with local public schools, and programs such as the Teacher Meeting Place and the annual Diversity Conference provide additional opportunities for professional development.

### *Mary Black School of Nursing*

The Mary Black School of Nursing has programs offering an Associate of Science Degree in Technical Nursing and a Bachelor of Science Degree in Nursing. Both programs were approved by the South Carolina Board of Nursing two times in the last ten years. In addition, both programs received re-accreditation from the National League for Nursing in 1991 and again in 1999. The associate degree program was re-accredited for the full eight year term and was commended on its quality. (Inquiries may be made to the NLNAC at the following address: National Accrediting Commission, 61 Broadway, New York, New York 10006)

The Associate Degree Nursing (ADN) Program began curriculum revisions in 1991. The newly revised curriculum, which included new course development, was implemented in 1993. Ten didactic courses, seven clinical courses, and one laboratory course were developed and implemented by the faculty. The philosophy, conceptual framework, and program outcomes were revised and served as a guide for curriculum revision. Thread organizer grids were developed and used to guide course content and learning experiences. Eleven experienced full-time faculty members teach in the ADN Program. Until recently, there was always a waiting list of students seeking admission to the program. Declines in enrollment have led the faculty to begin considering ways to increase the numbers of applicants to the ADN Program.

The School of Nursing began offering the first upper-division Bachelor of Science in Nursing (BSN) completion program for registered nurses in the fall of 1977. In 1986, the first generic four-year track students were admitted into the freshman year of the curriculum. Both programs have grown considerably over the past decade. In 1999, twenty-five students graduated from the generic program and thirty-seven completed the RN Completion Track. In 1997, the BSN Program began offering distance learning classes for registered nursing students at three sites in Upstate South Carolina. Eleven of the fifteen original distant learning students graduated in 1998. In 1999, the program expanded to ten sites and had forty-four students enrolled.

Since 1991, the BSN curriculum has been revised. Twelve didactic courses, seven clinical practicum courses, and one laboratory course were developed and implemented by the faculty. Revisions of the philosophy and organizing framework laid the foundation for the development of outcome criteria and educational objectives, the ordering and sequencing of content, the selection of learning activities and strategies, and the selection of teaching and evaluation methodologies. Thirteen full-time faculty members teach in the BSN Program. The total

includes two new full-time faculty members hired to fill positions for spring 2000 because of enrollment growth. Part-time faculty members are used to teach in specialty clinical practicum courses.

Major changes have occurred in the Learning Resource Center (LRC) within the School of Nursing. In 1997, eight Gateway 2000 computers with educational software were added to the center. Upgrade of computer technology in the fall of 1999 included the purchase of ten additional computers with Internet search capabilities, access to library holdings, word processing, and laser printing. Computers in the LRC are linked to the Spartanburg Regional Medical Center's simulated training program for Care Manager, a computerized charting system. State-of-the-art equipment has been added to simulated clinical laboratory modules/stations.

The School of Nursing has developed an evaluation plan entitled the Mary Black School of Nursing Strategic Performance Plan (SPP). This comprehensive plan was first implemented in 1997-98. It includes criteria needed to assure compliance with the USCS Quality Reinvestment Plan, the National League for Nursing Accrediting Commission, the Southern Association of Colleges and Schools (SACS), and the South Carolina Board of Nursing.

Growth and development is ongoing in the School of Nursing. The faculty developed and implemented a plan to improve the National Council Licensure Examination for Registered Nurses (NCLEX-RN) scores for graduates in both programs. The School has contracted with Educational Resources, Inc. for assessment testing of students' knowledge for a period of two years. A grant award to the School of Nursing will be used to develop a genetics education program for registered nurses in South Carolina. A United States Department of Public Health and Human Resources Division Nursing Special Projects Grant was awarded for the RN-BSN distance education program over South Carolina Educational Television, fiber optic cable and the Internet. Plans include the addition of

a nurse-run primary care clinic to be housed in a newly constructed low-rent housing area off campus. Construction of the clinic was funded by a HOPE VI grant to the Housing Authority of Spartanburg. New degree programs that are being investigated include a bachelor's degree in health system technology, health care management, nutrition and a master's degree in nursing.

*Concerns*

A concern related to the educational program is the substantial workload of the faculty. This problem results from an active three years of strategic planning that created many research groups, task forces, and planning groups that each produced many important recommendations. Faculty members have worked to achieve and maintain national accreditation or to write self-study reports and participate in program reviews for the South Carolina Commission on Higher Education. Faculty members in the College are undertaking extensive revision of their curricula. The general education curriculum is being changed. Teaching distance education courses calls for travel and for new teaching preparations. Faculty members participate in committee work as part of the governance process; many are involved in community activities and academic research. Item 10 on the 1999 SACS Survey stated that there were sufficient faculty to share the responsibilities of the faculty. Of those who expressed an opinion, 64% disagreed or strongly disagreed with this statement. **Proposal:** *The Committee proposes that the University consider ways to reduce the faculty workload.*

Another concern affecting the educational program is the number and adequacy of classrooms and labs. On the 1999 SACS Survey, 46% of those who expressed an opinion either disagreed or strongly disagreed with the statement that classrooms are adequate. Particular concerns have been expressed about the classrooms and ventilation on the second floor of the Library Building, as well as with some of the labs in the Smith Building and computer classrooms in the Hodge Center.

The Chancellor has appointed a Classroom Renovation Committee to address this problem. This group first oversaw the renovation of the Hodge Center. Seven classrooms and two laboratories were refurbished and equipped and new technology was purchased. $88596.25 was spent on this project. In the summer of 2000, the classroom space on the second floor of the library building received $36,366.59 in renovations including new student desks, ceiling fans, paint, maps, and whiteboards. Nonetheless, other renovations are needed and other lab deficiencies still exist. **Proposal:** *The Committee proposes that the University develop and implement a plan to eliminate classroom and lab deficiencies and shortages as soon as possible.*

***Recommendation and Proposals***

**Recommendation:** *The Committee recommends that this policy giving the USC Graduate Council oversight of USCS graduate programs be examined to determine if it should be changed.*

**Proposal:** *The distribution of courses available to students in the evening should be continually monitored to make sure that the opportunities for advancement in a degree program occur in a timely manner.*

**Proposal:** *The academic units should monitor the implementation of their plans to ensure that the number of advisees actually assigned to faculty is reasonable in every school and division at USCS.*

**Proposal:** *The policy allowing graduate students conditionally admitted to take up to 12 hours without being fully admitted should be more clearly described in the USCS Catalog.*

**Proposal:** *Minority enrollment by graduate degree seeking students has been very low and should be improved.*

**Proposal:** *Procedures should be implemented to ensure the integrity of web documents as the use of this medium grows.*

**Proposal:** *The Committee proposes that USCS consider implementing its own separate student information system that is more responsive to our specific mission and needs.*

**Proposal:** *The Committee proposes that the University consider ways to reduce the faculty workload.*

**Proposal:** *The Committee proposes that the University develop and implement a plan to eliminate classroom and lab deficiencies and shortages as soon as possible.*

# Criteria Audit Report: Educational Programs

**Criterion IV.1.01**: *All aspects of the educational program must be clearly related to the purpose of the institution.*

**Status: Met**

All aspects of the educational program are clearly related to the purpose of the institution. Each academic unit has its own mission statement and goals which relate to the university mission statement.

**Documentation:** 2000-2001 USCS Catalog, p. 60, 82, 87, and 103, School of Business Administration and Economics Self-Evaluation Report for AACSB Accreditation (1999), School of Education NCATE Self-Study (1997), Mary Black School of Nursing BSN Accreditation Self-Study (1999), Mary Black School of Nursing ADN Accreditation Self-Study (1999), CHE Self-study Reports for majors in the College, Strategic Plans for the academic units.

**Criterion IV.1.02:** *The institution must provide a competent faculty, adequate library/learning resources, and appropriate computer resources, instructional materials/equipment and physical facilities.*

**Status: Met**

USCS provides a competent faculty, adequate library/learning resources, and appropriate computer resources, instructional materials/equipment, and physical facilities.

**Documentation:** See appropriate sections of this self-study for details and documentation. School of Business Administration and Economics Self-Evaluation Report for AACSB Accreditation (1999), School of Education

NCATE Self-Study (1997), Mary Black School of Nursing BSN Accreditation Self-Study (1999), Mary Black School of Nursing ADN Accreditation Self-Study (1999), CHE Self-study Reports for majors in the College.

**Criterion IV.1.03**: *The student enrollment and financial resources of an institution must be sufficient to support an effective educational program.*

**Status: Met**

The enrollment and financial resources support an effective educational program at USCS.

**Documentation:** See appropriate sections of this self-study for details and documentation. CHE Statistical Profile, Financial Resources Book 1999-2000.

**Criterion IV.1.04**: *The institution must ensure appropriate levels of student achievement and equivalent quality of programs regardless of method of instruction or location of program.*

**Status: Met**

Each academic unit is responsible for documenting the levels of student achievement and equivalent quality of programs, regardless of the method of instruction or location on or off-campus of the program. Data are collected from professional licensing examinations, employer surveys, and alumni surveys and the results are published in unit self-studies and program reviews.

**Documentation:** School of Business Administration and Economics Self-Evaluation Report for AACSB Accreditation (1999), School of Education Institutional Report NCATE Accreditation (1997), Mary Black School of Nursing BSN Accreditation Self-Study (1999), Mary Black School of Nursing ADN Accreditation Self-Study (1999), South Carolina Commission on Higher Education Program Review Reports; Report of the Distance Education Research Group, 1999.

**Criterion IV.2.1.01:** *General admission policies must be established by the governing board on recommendation of the administration.*

**Status: Met**

The policy is in the USCS Mission Statement, which has been approved by the USC Board of Trustees.

**Documentation:** USCS Faculty Manual, p. 2-6 (Admissions and Petitions Committee charge) and 2000-2001 USCS Catalog, pp. 7 (Mission Statement), 13-19 (admissions information).

**Criterion IV.2.1.02:** *The board is responsible for deciding the size and character of the student body.*

**Status: Met**

The policy is in the USCS Mission Statement, which has been approved by the USC Board of Trustees.

**Documentation:** Mission Statement, 2000-2001 USCS Catalog, p. 7.

**Criterion IV.2.1.03:** *Implementation of specific admission policies, however, is the responsibility of the administration and faculty of the institution.*

**Status: Met**

The Executive Vice Chancellor for Academic Affairs is responsible for implementation and the faculty Admissions and Petitions Committee advises, recommends, and hears appeals. Policy is implemented through the Office of Admissions

**Documentation:** Description of the Admissions and Petitions Committee, USCS Faculty Manual, p. 2-6, Bylaws of the USC Board of Trustees, 2000-2001 USCS Catalog.

**Criterion IV.2.1.04:** *The unit responsible for administering the policies must be clearly identified.*

**Status: Met**

The Admissions Office administers the policies.

**Documentation:** 2000-2001 USCS Catalog, p. 13.

**Criterion IV.2.1.05:** *In those institutions in which various subdivisions maintain separate admission requirements, there must be institution-wide coordination of all admission policies and procedures.*

**Status: Met**

The Admissions Office handles all applications for admission to the University. All applicants are required to meet the same admissions requirements for initial admission to the University. Candidates for the Associate in Science in Technical Nursing program must be accepted to USCS first and then apply to the School of Nursing. Students who wish to enroll in the Schools of Education and Nursing must apply to the school after official admission to the University. Requirements for admission to the professional schools are determined by the schools.

**Documentation:** General admission requirements to USCS are in the 2000-2001 USCS Catalog pp. 13-20, Admission requirements to School of Education are on p. 91, Admission requirements to the School of Nursing are on pp. 109 and 112.

**Criterion IV.2.1.06:** *Admission policies must be consistent with the educational purposes of the institution.*

**Status: Met**

Admissions policies are consistent with the educational purpose of the institution as defined by the University Mission and Vision

Statement. These policies allow USCS to admit and serve both traditional and non-traditional students to meet its metropolitan mission.

**Documentation:** Mission Statement in 2000-2001 USCS Catalog, pp. 7, admissions policies, pp. 13-14.

**Criterion IV.2.1.07:** *They must include qualitative and quantitative requirements that identify students who demonstrate reasonable potential for success at the institution.*

**Status: Met**

Qualitative requirements are met by specific course requirements; quantitative requirements include SAT scores and high school grade point average.

**Documentation:** 2000-2001 USCS Catalog, pp. 13-14

**Criterion IV.2.1.08:** *An institution admitting students with deficiencies in their preparation for collegiate study must offer appropriate developmental or remedial support to assist these students.*

**Status: Met**

Students who do not meet the regular admission requirements may be admitted as provisional students in the Opportunity Network Program. These students are required to enroll in a special University Orientation course. A program called LINK has been created to serve other provisional students not projected to earn a 2.0. LINK is administered through the Center for Learning, Innovation, and Achievement. In addition, special sections of introductory math and English courses with lab components are offered for students who are identified through advisement testing. Writing, math, and computer labs are also available to help any student in need of assistance, and a Tutoring Center was established by the College of Arts and Sciences in the fall of 1999 to provide assistance in other areas.

**Documentation:** Provisional admission is explained on p. 14 of the 2000-2001 USCS Catalog.

**Criterion IV.2.1.09:** *Each institution must regularly evaluate its admission policies.*

**Status: Met**

The Admissions and Petitions Committee reviews the policies at least every three years and makes recommendations to the Faculty Senate.

**Documentation:** CHE Report on Admissions Standards for First-Time entering Freshmen, USCS Faculty Senate Minutes.

**Criterion IV.2.1.10:** *It is the responsibility of the institution to ensure that its recruiting activities and materials accurately and truthfully portray the institution.*

**Status: Met**

The Office of University Communications and the Admissions Office jointly design recruitment materials to accurately and truthfully portray the institution. The Admissions Office plans and organizes recruitment activities to provide prospective students with accurate information about the University. This material includes efforts to provide sufficient information about the University to assist students in making decisions to apply and attend.

**Documentation:** Admissions Packet.

**Criterion IV.2.1.11:** *To be admitted to degree programs, applicants must show evidence of high school graduation or other successful experiences which reasonably predict their ability to make satisfactory progress at the institution.*

**Status: Met**

A high school diploma or GED is required of all applicants who have attempted less than 30 semester hours of college credit. Performance in high school classes figures significantly in admissions standards.
**Documentation:** 2000-2001 USCS Catalog, pp. 13-14

**Criterion IV.2.1.12:** *Each institution must assess and justify the appropriateness of experiences offered in lieu of a high school diploma.*
**Status: Met**

A GED certificate, which is equivalent to a high school diploma, is the only other acceptable alternative. This certificate, awarded according to state standards, is equivalent to a high school diploma.
**Documentation:** 2000-2001 USCS Catalog pp. 13.

**Criterion IV.2.1.13:** *Procedures established for implementation of institutional admission policies must be followed in the admission of all students.*
**Status: Met**

USCS is committed to the policy and practice of affirmative action and equal opportunity in education for all qualified persons regardless of age, race, color, religion, sex, disability or national origin. Admissions policies and procedures are applied equally to all students.
**Documentation:** 2000-2001 USCS Catalog pp. 13-15; and the USCS Application for Admission

**Criterion IV.2.1.14:** *The institution must provide evidence that it selects students whose interests and capabilities are consistent with the admission policies.*
**Status: Met**

The admission policies of the University were developed to admit students who have the capability to succeed at USCS. Retention of students has been on the rise for several years.

**Documentation:** Retention and Graduation Summary, USCS Student Profile, USCS Metrics Report.

**Criterion IV.2.1.15:** *An institution must clearly define and publish its policy on the admission of transfer students.*

**Status: Met**

Transfer admission requirements are published in the 2000-2001 USCS Catalog.

**Documentation:** 2000-2001 USCS Catalog, pp. 14-16.

**Criterion IV.2.1.16:** *The policy must include the following: [See Section 4.2.1.]*

**Status: Met**

Transfer admission requirements are published in the 2000-2001 USCS Catalog.

**Documentation:** 2000-2001 USCS Catalog, pp. 14-20.

**Criterion IV.2.1.17:** *Institutions which award credit based on advanced placement or other examinations; training provided by non-collegiate institutions, such as armed forces and service schools; professional certification; or experiential learning must meet the following conditions governing the award of such credit: (See Section 4.2.1) .*

**Status: Met**

Policies regarding these items are published in the 2000-2001USCS Catalog. The amount of credit is stated and conforms to practice at peer institutions; it is awarded only in areas of the current

curriculum of USCS; and the procedures call for awards to be based on standards set by appropriate groups of faculty members.

**Documentation:** 2000-2001 USCS Catalog pp. 47-50.

**Criterion IV.2.1.18:** *In awarding credit for prior experiential learning, the institution must [See Section 4.2.1.]*

**Status: Met**

All types of experiential learning that might lead to credit include credit by exam, military credit, and credit for non-collegiate programs. The policies for awarding credit for experiential learning which appear in the Catalog are closely followed by the Admissions Office. Credit based on experiential learning is awarded to USCS students only when such experience is documented, when it is not redundant, and when its quality has been validated.

**Documentation:** 2000-2001 USCS Catalog pp. 47-50.

**Criterion IV.2.1.19:** *The institution must inform transfer students of the amount of credit which will transfer, preferably prior to their enrollment, but at least prior to the end of the first academic term in which they are enrolled.*

**Status: Met**

The Admissions Office notifies newly admitted transfer students which credits are acceptable by USCS. Students are then notified in writing or in person of the transfer credit accepted by their dean or division chair before they enroll, if possible, or by the end of their first term.

**Documentation:** 2000-2001 USCS Catalog p. 15, Copies of letters in students' files in departmental offices.

**Criterion IV.2.1.20:** *Coursework transferred or accepted for credit toward an undergraduate degree must represent collegiate coursework relevant to the degree . . .*

**Status: Met**

Deans and division chairs evaluate courses on an individual basis based on course descriptions from catalogs. The South Carolina Technical College Transfer Guide lists equivalent transfer courses from technical colleges. About 200 articulation agreements have been made with Upstate two-year institutions.

**Documentation:** 2000-2001 USCS Catalog pp. 15-20; articulation agreements.

**Criterion IV.2.1.23:** *There must be clearly defined policies regarding the academic dismissal, suspension and readmission of students.*

**Status: Met**

These policies are listed in the 2000-2001 USCS Catalog pp. 46-47.

**Documentation:** See the "Academic Standing" section of the 2000-2001 USCS Catalog pp. 46-47.

**Criterion IV.2.1.24:** *Readmission of students dismissed or suspended for academic reasons must be consistent with the academic policies of the institution.*

**Status: Met**

These policies are listed in the 2000-2001 USCS Catalog. These continuation policies are intended to make students aware of their success in moving towards graduation.

**Documentation:** See "Returning to the University" section of the 2000-2001 USCS Catalog p. 47.

**Criterion IV.2.2.01:** *In each degree program, there must be an appropriate sequence of courses leading to the degree.*

**Status: Met**

Each major requires general education courses, and many courses have prerequisites. Suggested course sequences for all majors are in the USCS Catalog.

**Documentation:** 2000-2001 USCS Catalog

**Criterion IV.2.2.02:** *An institution must publish the requirements for each degree it awards.*

**Status: Met**

The requirements for each degree are published in the 2000-2001 USCS Catalog.

**Documentation:** 2000-2001 USCS Catalog, pp. 54-116.

**Criterion IV.2.2.03:** *The requirements must be appropriate to the degree offered and [See Section 4.2.2].*

**Status: Met**

The requirements for each degree are appropriate. They include the number of hours required for a given major, the number of electives, standards for satisfactory progress, what constitutes a cognate, whether a "C" is required for a certain course, prerequisites, co-requisites, and so on. Degree requirements are designed by the faculty in the appropriate discipline and approved by faculty governance.

**Documentation:** See the "Academic Programs" section of the 2000-2001 USCS Catalog pp.54-116.

**Criterion IV.2.2.04:** *Undergraduate degree programs must contain a basic core of general education courses*

**Status: Met**

Each degree program at USCS meets the same general education requirements. These requirements are currently being reviewed for change.

**Documentation:** 1999-2000 USCS Catalog, pp. 54-116.

**Criterion IV.2.2.05**: *A minimum of 15 semester hours for associate programs and a minimum of 30 semester hours for baccalaureate programs are required for degree completion.*

**Status: Met**

The only associate degree program at USCS is the Associate of Science in Technical Nursing. These students must take 20 hours of general education courses (see 2000-2001 USCS Catalog, p. 110); for baccalaureate programs the minimum hours for general education is 47 hours (see 2000-2001 USCS Catalog, pp. 55-57.)

**Documentation:** 2000-2001 USCS Catalog.

**Criterion IV.2.2.06:** *The core must include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics.*

**Status: Met**

All degree programs at USCS meet this standard.

**Documentation:** 1999-2000 USCS Catalog, pp. 55-57 and p. 110.

**Criterion IV.2.2.07:** *The institution must demonstrate that its graduates of degree programs are competent in reading, writing, oral communication, fundamental mathematical skills and the basic use of computers.*

**Status: Met**

Students at USCS are required to take specific general education courses in writing, oral communication, fundamental mathematical skills, and the basic use of computers. All courses require reading. Writing, oral

communication, math proficiency and computer skills are employed in many courses across the curriculum at USCS.

As for assessment, USCS used for the first time in fall 1999 the Educational Testing Service test called Academic Profile which tests writing, math, critical thinking, as well as humanities, social sciences, and natural sciences. It is given each semester. Furthermore, the proposed new general educational requirements now under study at USCS heavily feature the above skills. Assessment of oral skills takes place in the senior seminar. Students must demonstrate proficient computer skills to meet the "Computer Studies" portion of the General Education requirements. Under the new general education plan, communication skills, critical thinking, and information technology will be "threaded" through the curriculum.

| *Skill* | *General Education Course Where Skill is Assessed* |
|---|---|
| Reading | English 101, English 102, |
| Writing | English 101 and English 102 |
| Oral Communication | Speech 201/ Senior Seminar |
| Math skills | Mathematics 120 or higher |
| Computers | Computer Science 138 |

**Documentation:** The Academic Profile: Score Report and Interpretive Guide, The 2000-2001 USCS Catalog, pp. 56 (for description of the Senior Seminar and the Computer Studies requirement), Proposed General Education Frameworks, Syllabi for English 101 & 102, Speech 201, senior seminars, Computer Science 138.

**Criterion IV.2.2.08**: *An institution must clearly define what is meant by a major or an area of concentration and must state the number of credits required for each.*

**Status: Met**

The 2000-2001 USCS Catalog defines majors and concentrations--called cognates at USCS, stating the number of credits required.

**Documentation:** 2000-2001 USCS Catalog, pp. 56, 54-116.

**Criterion IV.2.2.09:** *An adequate number of hours with appropriate prerequisites must be required in courses above the elementary level.*

**Status: Met**

An ample number of courses above the elementary level, with appropriate prerequisites, are required in each major at USCS. The standard general education requirement is 50 credit hours; the standard credit-hour requirement for graduation is 120.

**Documentation:** 2000-2001 USCS Catalog.

**Criterion IV.2.2.10:** *For degree completion, at least 25 percent of semester credit hours, or the equivalent quarter hours, must be earned through instruction by the institution awarding the degree.*

**Status: Met**

At its November 1999 meeting, the USCS Faculty Senate approved the following requirement for the USCS Catalog: "Residency Requirements: The last twenty-five percent of the semester hours of the degree program must be completed in residency at the University. In residence means that students are regularly enrolled in the University, are members of a class which is supervised by a faculty member of USCS, attend class on an established schedule, . . ." This regulation replaces an old thirty-hour residency requirement that left majors requiring over 120 credit hours for graduation out of compliance with this criterion.

**Documentation:** 2000-2001 USCS Catalog, see "Academic Residency Requirements," p. 52.

**Criterion IV.2.2.11:** *All courses, other than those identified by the institution as developmental remedial, offered by an institution for credit must be acceptable as requirements or electives applicable to at least one of its own degree or certificate programs.*

**Status: Met**

All courses at USCS, other than developmental ones, count as electives or meet degree requirements.

**Documentation:** 2000-2001 USCS Catalog

**Criterion IV.2.2.12:** *or must be clearly identified on transcripts as not applicable to any of the institution's own degree or certificate programs.[a continuation of criterion 4.2.2.11]*

**Status: Met**

All courses at USCS, other than developmental ones, count as electives or meet degree requirements.

**Documentation:** 2000-2001 USCS Catalog

**Criterion IV.2.3.01:** *Curricula must be directly related and appropriate to the purpose and goals of the institution and [continued in Section 4.2.3].*

**Status: Met**

The curriculum is directly related and appropriate to the purpose and goals of the institution as documented in the various accreditation self-study reports, CHE reviews and mission statements. All degrees must be approved by the South Carolina Commission of Higher Education. The approval process requires that the proposed major be congruent with the mission of the institution, serve a significant number of students, and be financially feasible.

**Documentation:** Mission statements for USCS, Academic Affairs, The College of Arts and Sciences, the School of Business and Economics, the School of Education, and the School of Nursing; CHE Program Approval Process.

**Criterion IV.2.3.02:** *The institution must have a clearly defined process by which the curriculum is established, reviewed and evaluated.*

**Status: Met**

Procedures are defined in the USCS Faculty Manual and confirmed in the various accreditation self-studies. The basic process is that a proposing academic unit designs the curriculum; it is approved by the academic division or school; by the Executive Academic Affairs Committee; by the Faculty Senate; by the USCS administration, by the President at USC Columbia, by the USC Board of Trustees, and by the SC Commission on Higher Education. All program changes come from the unit that has responsibility for the program. Reviews and evaluation are mandated by the South Carolina Commission on Higher Education on a regular schedule.

**Documentation:** CHE Program Approval Process, USCS Faculty Manual, pp. 2.7-2.8, School of Business Administration and Economics Self-Evaluation Report for AACSB Accreditation (1999), p. 32, School of Education Institutional Report NCATE Accreditation (1997)), p. 151, Mary Black School of Nursing BSN Accreditation Self-Study (1999), p. 51, Mary Black School of Nursing ADN Accreditation Self-Study (1999), p. 39, South Carolina Commission on Higher Education Program Review Reports

**Criterion IV.2.3.03**: *This process must recognize the various roles of the faculty, the administration and the governing board.*

**Status: Met**

Procedures are defined in the USCS Faculty Manual and confirmed in the various CHE program reviews and accreditation self-studies. They include approval from the proposing unit faculty, faculty governance, the USCS administration, the USC administration, the USC Board of Trustees, and the SC Commission on Higher Education. The process is difficult, lengthy, and comprehensive.

**Documentation:** USCS Faculty Manual, pp. 2-7--2-8, School of Business Administration and Economics Self-Evaluation Report for AACSB

Accreditation (1999), p. 32, School of Education Institutional Report NCATE Accreditation (1997)), p. 151, Mary Black School of Nursing BSN Accreditation Self-Study (1999), p. 51, Mary Black School of Nursing ADN Accreditation Self-Study (1999), p. 39, South Carolina Commission on Higher Education Program Review Reports.

**Criterion IV.2.3.04:** *For each major in a degree program, the institution must assign responsibility for program coordination, as well as for curriculum development and review, to persons academically qualified in the field.*

**Status: Met**

Each major either has a designated qualified person or a committee assigned the duties of program coordination, curriculum development and review. Programs are coordinated by deans, division chairs, and faculty coordinators. Curriculum is developed by faculty committees; it is reviewed by the academic affairs committees of the academic units, and the Executive Academic Affairs Committee of faculty governance. Academic units have curriculum assessment committees.

**Documentation:** 2000-2001 USCS Catalog, pp. 176-185. USCS Faculty Manual pp. 2-7--2-8; School of Business Administration and Economics Self-Evaluation Report for AACSB Accreditation (1999), p. 32. School of Education Institutional Report NCATE Accreditation (1997)), p. 151. Mary Black School of Nursing BSN Accreditation Self-Study (1999), p. 51. Mary Black School of Nursing ADN Accreditation Self-Study (1999), p. 39. South Carolina Commission on Higher Education Program Review Reports.

**Criterion IV.2.3.05:** *At least one full-time faculty member with appropriate credentials, as defined in Section 4.8.2, must have primary teaching assignment in the major.*

**Status: Met**

At least one full-time faculty member with appropriate credentials has a primary teaching assignment in each USCS major.

**Documentation:** 2000-2001 USCS Catalog, pp. 176-185; School of Business Administration and Economics Self-Evaluation Report for AACSB Accreditation (1999), p. 22.

**Criterion IV.2.3.07:** *The governing board must be responsible for approving the number and types of degrees; the number and nature of departments, divisions, schools or colleges through which the curriculum is administered; and [see Section 4.2.3].*

**Status: Met**

The Board of Trustees is the ultimate governing authority for the university.

**Documentation:** USCS Faculty Manual pp. 1-1 through 1-5 Bylaws of the USC Board of Trustees, Article 3, Section 5.

**Criterion IV.2.3.08:** *The administration and faculty must be responsible for the development of academic programs recommended to the governing board.*

**Status: Met**

All programs must be approved by the unit faculty, the unit Academic Affairs Committee, the Executive Academic Affairs Committee, the Faculty Senate and the administration.

**Documentation:** USCS Faculty Manual, pp. 2 -7 through 2-9 and pp. 1-1 through 1-5. Minutes of the Executive Academic Affairs Committee, Minutes of the Faculty Senate

**Criterion IV.2.3.09:** *They [administration & faculty] are also responsible for implementing and monitoring the general curriculum policy and the academic programs approved by the board.*

**Status: Met**

The USCS administration and faculty implement and monitor general curriculum policy and academic programs approved by the Board. Procedures are described in the USCS Faculty Manual.

**Documentation:** USCS Faculty Manual pp. 2 -7 through 2-9; pp. 1-1 through 1-5; 2000-2001 USCS Catalog

**Criterion IV.2.3.10:** *Curricula intended to provide basic preparation for students who will subsequently transfer to another institution must be designed to consider the institutions to which these students transfer*

**Status: Met**

Students who indicate that their intention is to transfer to a specific program not offered at USCS are assigned an advisor who specializes in the program area when possible. Areas that are most commonly requested are outlined in the catalog. USCS also follows the "Regulations and Procedures for Transfer in Public Two-year and Public Four-Year Institutions in South Carolina Mandated by Act 137 0f 1995," a policy governing the transfer of credit among public institutions of higher education in the state.

**Documentation:** 2000-2001 USCS Catalog pp. 16-20, 57-59; Regulations and Procedures for Transfer in Public Two-Year and Public Four-Year Institutions in South Carolina Mandated by Act 137 0f 1995.

**Criterion IV.2.3.11**: *"Inverted," "two plus two" and similar programs must include an adequate amount of advanced coursework in the subject field.*

**Status: Met**

USCS does not have any "inverted" programs. Two plus two agreements are set up such that at least 30 hours of advanced major credits are taken at USCS. The programs allow the student to complete 60 to 65 hours at the two-year campus and then transfer to USCS as a junior.

**Documentation:** Copies of all two-plus-two agreements are available in the office of the Executive Vice Chancellor for Academics Affairs and the Admissions Office. School of Business Administration and Economics Self-Evaluation Report for AACSB Accreditation (1999), p. 31.

**Criterion IV.2.3.12:** *Institutions which enter into programmatic partnerships with secondary schools which result in the award of college credit . . . must ensure that the credit awarded is at the collegiate level and is in compliance with the Criteria . . .*

**Status: Met**

USCS does not have any programmatic partnerships with secondary schools that result in college credit. Currently high school seniors may enroll in regular college courses on the USCS campus with special permission.

**Documentation:** 2000-2001 USCS Catalog, "Concurrent High School Seniors," p. 18.

**Criterion IV.2.3.13:** *Partnerships must be evaluated regularly by the participating institution of higher education.*

**Status: Met**

USCS does not have any programmatic partnerships with secondary schools that result in college credit.

**Criterion IV.2.3.14**: *The participating institution must assume full responsibility for the academic quality and integrity of partnerships as measured by the Criteria.*

**Status: Met**

USCS does not have any programmatic partnerships with secondary schools that result in college credit.

**Criterion IV.2.4.01**: *Instructional techniques and policies must be in accord with the purpose of the institution and be appropriate to the specific goals of an individual course.*

**Status: Met**

Each school and division is responsible for matching its activities to the institutional mission and it is documented in the various course syllabi and through the annual review of faculty by their division chair. It is also reaffirmed in the various accreditation self-studies and in the South Carolina Commission on Higher Education program review reports.

**Documentation:** School of Business Administration and Economics Self-Evaluation Report for AACSB Accreditation (1999), School of Education Institutional Report NCATE Accreditation (1997), Mary Black School of Nursing BSN Accreditation Self-Study (1999), Mary Black School of Nursing ADN Accreditation Self-Study (1999); South Carolina Commission on Higher Education Program Review Reports, Faculty Annual Reviews, Student Opinion Polls

**Criterion IV.2.4.02:** *Instruction must be evaluated regularly and the results used to ensure quality instruction.*

**Status: Met**

Student opinion polls are required for each course each term and faculty members use them to improve instruction. There is an annual review of all faculty members by their division chair or dean as well as a peer review for promotion and tenure. Senior faculty members are subject to post-tenure review. These reviews include evaluation of instruction with an eye to improvement as an essential component. Classroom observations are used in some academic units. Quality of instruction is also evaluated by USCS in responding to the third CHE Performance Indicator.

**Documentation:** Student Opinion Poll, CHE Performance Indicator 3, USCS Faculty Manual, Section 5, Annual Review and Peer Review Requirements, Promotion & Tenure Requirements

**Criterion IV.2.4.04:** *Students must be provided written information about the goals and requirements of each course, the nature of the course content, and the methods of evaluation to be employed.*

**Status: Met**

Syllabi are required for each course taught by USCS, and they are kept in the division or school office. Some syllabi for current and past courses are available on the USCS web page.

**Documentation:** USCS Faculty Manual, p. 2-19 through 2-20. Course syllabi are on the web at http://www.uscs.edu/academic/colla&s/syllabi/.

**Criterion IV.2.4.05:** *Experimentation with methods to improve instruction must be adequately supported and critically evaluated.*

**Status: Met**

The Teaching Excellence Committee is charged with encouraging teaching improvement by recommending the disbursement of the Teaching and Productive Scholarship (TAPS) fund which is allocated by the Executive Vice Chancellor for faculty development according to criteria developed by the committee. The committee and the administration also have regularly arranged for seminars and workshops on teaching with follow-up meetings for critical evaluation. In addition, release time and sabbaticals are available to faculty for special assignments and projects. The College of Arts and Sciences offers Boyer Awards to its faculty for experimentation with instruction and course development.

**Documentation:** USCS Faculty Manual, p. 2-12, Teaching Excellence Committee Guidelines, Teaching Excellence (Improvement) Committee annual reports in the Faculty Senate Minutes, list of workshops.

**Criterion IV.2.4.06:** *An institution must use a variety of means to evaluate student performance.*

**Status: Met**

Examination of faculty syllabi indicate that a wide variety of techniques are used to evaluate student work, including essays, research papers, tests, oral presentations, group work, media presentations, reviews, analytical bibliographies, and creative writing.

**Documentation:** Course syllabi

**Criterion IV.2.4.07:** *The evaluation must reflect concern for quality and properly discern levels of student performance.*

**Status: Met**

Individual faculty members are responsible for this evaluation in their courses. It is confirmed by the performance of students and graduates in a variety of ways such as student performance on graduate and professional exams, as well as in admission to graduate and professional programs. Performance of graduates is also documented in the program assessments of the academic programs for various accreditation and South Carolina Commission on Higher Education program review reports.

**Documentation:** School of Business Administration and Economics Self-Evaluation Report for AACSB Accreditation (1999), School of Education Institutional Report NCATE Accreditation (1997), Mary Black School of Nursing BSN Accreditation Self-Study (1999), Mary Black School of Nursing ADN Accreditation Self-Study (1999); South Carolina Commission on Higher Education Program Review Reports.

**Criterion IV.2.4.08:** *An institution must publish its grading policies, and its grading practices must be consistent with policy.*

**Status: Met**

The grading policy is published in the catalog and included on individual course syllabi.

**Documentation:** 2000-2001 USCS Catalog, pp. 50-51.

**Criterion IV.2.4.09:** *The institution must evaluate the effectiveness of its instructional program by a variety of techniques, which may include the following: [see section 4.2.4].*

**Status: Met**

The effectiveness of the instructional program is evaluated by the performance of students and graduates in a variety of ways such as student performance on graduate and professional exams, as well as in admission to graduate and professional programs. This is also documented in the various accreditation and South Carolina Commission on Higher Education program review reports. Alumni are also surveyed.

The chart below is taken from the 2000 Institutional Effectiveness Report sent to the SC Commission on Higher Education. It shows the types of assessment used to evaluate selected academic majors. A chart in this format appears in each year's institutional report indicating the techniques used to assess the academic programs under consideration that year.

| *Assessment Instruments* | *Mathematics* | *Computer Science* | *Nursing* | *Chemistry* |
|---|---|---|---|---|
| Alumni Survey | X | X | X | X |
| Graduating Seniors Survey | X | X | X | X |
| Capstone Course | X | X | X | X |
| Exit Interviews | X | X | X | X |
| Oral Reports | X | X | X | X |
| Portfolios | | X | | |
| National Exam | | | X | |
| Local Exam | X | X | X | X |
| Employer Survey | X | X | X | X |
| Senior Project | X | X | X | X |
| Course-embedded | X | X | X | X |
| Student Evaluation Forms | X | X | X | X |
| Self Assessment Procedures | X | X | X | X |

**Documentation:** School of Business Administration and Economics Self-Evaluation Report for AACSB Accreditation (1999), p. 7, School of Education Institutional Report NCATE Accreditation (1997), pp. 179-221. Mary Black School of Nursing BSN Accreditation Self-Study (1999), pp. 117-173. Mary Black School of Nursing ADN Accreditation Self-Study (1999), pp. 80-144. South Carolina Commission on Higher Education Program Review Reports; Alumni surveys, Institutional Effectiveness Reports at http://www.uscs.edu/~oir/assessment/iereports.htm.

**Criterion IV.2.4.10:** *Courses offered in non-traditional formats, e.g., concentrated or abbreviated time periods, must be designed to ensure an*

*opportunity for preparation, reflection and analysis concerning the subject matter.*

**Status: Met**

A three-week Maymester, involving 37 hours of instruction in a three-credit course, is the only non-traditional format used at USCS. Faculty members choose courses well suited for this short term. Students are limited to one three-hour course to ensure an opportunity for preparation, reflection and analysis.

**Documentation:** 2000-2001 USCS Catalog, "Summer Sessions," p. 44; 1999 USCS Summer Class Schedule

**Criterion IV.2.4.11:** *The institution must demonstrate that students completing these programs or courses have acquired equivalent levels of knowledge and competencies to those acquired in traditional formats.*

**Status: Met**

A three-week Maymester is the only non-traditional format used at USCS. Faculty only offer courses well suited for this short term. It is the responsibility of the school or division offering the courses to make sure they are equivalent and that students acquire equivalent levels of knowledge and competencies. These courses are evaluated with the same instruments as other courses in traditional formats. Thus, comparisons are made to see that traditional and non-traditional courses meet the same standards.

**Documentation:** Course syllabi, student opinion polls, annual administrative reviews, professional school and CHE curriculum assessments.

**Criterion IV.2.4.12:** *Therefore, an institution of higher education must provide for its students a learning environment in which scholarly and creative achievement is encouraged.*

**Status: Met**

Scholarly and creative achievement is encouraged at USCS through coursework, internships, seminars, guest speakers, attendance at professional conferences, and through a variety of academically related organizations, performing groups, publications, and activities.

**Documentation:** 2000-2001 USCS Catalog, USCS Student Handbook, USCS student publications, School of Business Administration and Economics Self-Evaluation Report for AACSB Accreditation (1999), p. 32, School of Education Institutional Report NCATE Accreditation (1997), pp. 24-84, Mary Black School of Nursing BSN Accreditation Self-Study (1999), pp. 51-94 & 117-173. Mary Black School of Nursing ADN Accreditation Self-Study (1999), pp. 39-68 & 80-144, South Carolina Commission on Higher Education Program Review Reports

**Criterion IV.2.4.13:** *In all such cases, learning experiences for which credit is awarded must be under the ultimate control and supervision of the educational institution.*

**Status: Met**

All learning experiences off campus with other agencies and institutions are under the ultimate control and supervision of the university.

**Documentation:** USCS Internship Policies and Procedures, School of Business Administration and Economics Self-Evaluation Report for AACSB Accreditation (1999), School of Education Institutional Report NCATE Accreditation (1997), Mary Black School of Nursing BSN Accreditation Self-Study (1999), Mary Black School of Nursing ADN Accreditation Self-Study (1999), South Carolina Commission on Higher Education Program Review Reports.

**Criterion IV.2.4.14:** *The institution must demonstrate that an effective relationship exists between curricular content and current practices in the field of specialization.*

**Status: Met**

Each school and division is responsible for making sure that its curriculum is current and related to the field of specialization. Conformity of curriculum to current practice is also reviewed in the accreditation process for business, education, and nursing as well as in the Commission on Higher Education program reviews for the other academic majors. The institution provides opportunities for faculty development to keep them current with developments in their fields. Peer review of faculty occurs regularly, and some faculty members must be licensed.

**Documentation:** School of Business Administration and Economics Self-Evaluation Report for AACSB Accreditation (1999), pp. 28-34, School of Education Institutional Report NCATE Accreditation (1997), pp. 178-221, Mary Black School of Nursing BSN Accreditation Self-Study (1999), pp. 117-173, Mary Black School of Nursing ADN Accreditation Self-Study (1999), pp. 80-144. South Carolina Commission on Higher Education Program Review Reports. Alumni Survey.

**Criterion IV.2.4.15:** *An institution must demonstrate that program length, clock hours or credit hours, and tuition and fee charges are appropriate for the degrees and credentials it offers.*

**Status: Met**

1. USCS requires at least 700 minutes of instruction per hour of credit.

2. 120-129 credit hours are required for each baccalaureate major.

3. Fees are published annually.

4. Programs meet CHE requirements as well as national accreditation standards.

5. Tuition and fees are at or below other four-year public schools in S.C.

**Documentation:** 2000-2001 USCS Catalog, School of Business Administration and Economics Self-Evaluation Report for AACSB Accreditation (1999), School of Education Institutional Report NCATE

Accreditation (1997), Mary Black School of Nursing BSN Accreditation Self-Study (1999), Mary Black School of Nursing ADN Accreditation Self-Study (1999), South Carolina Commission on Higher Education Program Review Reports.

**Criterion IV.2.5.01:** *Each institution must conduct a systematic, effective program of undergraduate academic advising.*

**Status: Met**

The 2000-2001 USCS Catalog (p. 43) describes the advising program. A student is expected to use the services of an advisor, and there are procedures to be followed should the student wish to change advisors. Faculty members are required to keep office hours and to list them on syllabi. Students may identify advisors by using the institutional web site. Student files are kept in the appropriate unit academic offices, and student records are available to faculty members on the computer. The Records Office sends memos to all faculty specifying advising procedures. Divisions and schools are charged with the mechanics of administering advising. The Center for Learning Innovation and Achievement functions as an advisement center managing a system of packet advisement and registration for new freshmen. The USCS Transfer Guide, (p.7), indicates that advising is the first step in registration and lists (pp. 8-9) persons to contact to begin the advising process. Advising is a factor in annual review of faculty and in promotion and tenure decisions.

**Documentation:**2000-2001 USCS Catalog, p.43, Memo from Records Office to faculty regarding advising, The USCS Transfer Guide, pages 7-10.

**Criterion IV.2.5.02:** *An institution must ensure that the number of advisees assigned to faculty or professional staff is reasonable.*

**Status: Met**

The number of advisees differs from one academic unit to another because different majors attract different numbers of students. Distributing majors across academic unit lines has been considered and rejected for fear that the quality of advisement would be lowered. The different units have formulated plans to distribute their advisees equally among their faculty members. Their plans appear to be adequate, but the survey of faculty opinion taken for the purpose of this audit revealed that about one-fifth of the faculty do not think the advising load is reasonable. On the other hand, the most recent student assessment of advising, conducted by the Registrar, shows an 87.3% satisfaction rate. The ratio of faculty members to majors (advisees) is high in only two schools: business and education. The institution is seeking ways to improve advisement loads in these areas.

**Documentation:** Minutes of the Academic Council for March 8, 2000, SACS Self Study Faculty Survey, Advisement Assessment report

**Criterion IV.2.5.03**: *An effective orientation program must be made available to all full- and part-time undergraduate students.*

**Status: Met**

All new undergraduates are invited and encouraged to participate in student orientation programs. Most orientation sessions are summer events for entering freshmen. Overnight orientation sessions for out-of-state and out-of-region students are scheduled twice each summer, in conjunction with regular orientation sessions. Separate orientation sessions for transfer, evening, and adult students were held in past years, but were not well attended. The separate academic units then served these students. Beginning in December 2000, a formal orientation program for all transfers was reinstated.

**Documentation:** 2000-2001 USCS Catalog, "Orientation and Transition Programs," p. 38, Parent and freshmen student orientation brochures for 1999, Sample parent and student letters and orientation schedules, Sample

Transfer Guides (spring and summer, 1999), Invitation to Overnight Orientation, June '98

**Criterion IV.2.5.04:** *Orientation and advisement programs must be evaluated regularly and used to enhance assistance to students.*

**Status: Met**

The Records Office assesses the advisement program annually via a survey administered by faculty at selected class times in April. Results are reviewed by the Registration Working Group and are disseminated for action to appropriate administrators at the beginning of the fall semester. The Dean of Students oversees the administration of parent and student orientation evaluations at the conclusion of each freshman orientation. Results are compiled and reviewed within the Office of Student Life and by the Registration Working Group to assist in decisions regarding continual improvement of orientation and advising.

**Documentation:** The Register: Notice of survey dates for April, 99 Memo and summary of results of advisement survey, Student and parent orientation evaluation summaries, Minutes of the Registration Working Group.

**Criterion IV.3.1.01:** *The administration and faculty must be responsible for the development of new academic programs recommended to the governing board.*

**Status: Met**

The administration and faculty are responsible for the development of new academic programs recommended to the Board of Trustee using procedures outlined in the USCS Faculty Manual. New programs are reviewed by unit academic affairs committees, then at unit faculty meetings, then by the Executive Academic Affairs Committee, then by the USCS Executive Vice Chancellor and Chancellor, then by administration

at USC Columbia, then are submitted to the USC Board of Trustees for approval. They then go to the South Carolina Commission on Higher Education for final approval.

**Documentation:** USCS Faculty Manual, p. 2-1

**Criterion IV.3.1.02:** A *graduate program must have curricula and resources substantially beyond those provided for an undergraduate program.*

**Status: Met**

The two USCS graduate programs--a Master of Education in Early Childhood Education and a Master of Education in Elementary Education--have completely separate curricula from the undergraduate education programs. At the school level, separate committees consider graduate and undergraduate curricula revisions. The same is true at the institutional level with the USCS Graduate Committee having responsibility for graduate curricula matters while Executive Academic Affairs oversees changes in undergraduate curricula. USCS Graduate Programs has its own budget. A portion of the salary for faculty members who teach graduate classes is paid from it. The salaries of occasional part-time faculty who teach in the graduate program are included in the graduate budget. The Director of USCS Graduate Programs is a half-time administrative position whose salary is reflected in the graduate budget, as is the salary of a full-time administrative assistant and a part-time student assistant. The graduate budget also contains line items for faculty travel, educational supplies, printing, and mailing.

**Documentation:** 2000-2001 USCS Catalog, p. 163; the graduate information packet; the Cohort brochure; minutes from meetings of the Faculty Senate, the Faculty Advisory Committee, the USCS Graduate Committee, the School of Education, and the School of Education Graduate Council; the School of Education budget; the graduate budget.

**Criterion IV.3.1.03:** Research, *scholarly activity and/or advanced professional training must be included in graduate studies and supported by adequate resources.*

**Status: Met**

With the implementation of the "cohort" design for the two USCS graduate programs, the centrality of research to the degree programs is more evident. Placing the research class in the initial summer of the program, better prepares USCS graduate students both to analyze published research and to conduct classroom research. Faculty members teaching in the graduate programs are encouraged to design courses with strong research components; a perusal of the course syllabi will verify this emphasis. In many courses, students are required to implement particular strategies or techniques in their respective classrooms, to analyze the effectiveness of these strategies, and sometimes to publish their reflective analyses. These practices are consistent with the core beliefs underlying National Board Certification including reflection and systematic inquiry.

USCS provides adequate technology resources to enable teachers to conduct literature based research. Also accessible to USCS graduate students are the resources of the Thomas Cooper Library on the USC Columbia campus. The USCS graduate budget also provides some support for faculty to travel with graduate students to present at local, state and regional conferences.

**Documentation:** Cohort brochure; course syllabi; USCS graduate budget; School of Education Institutional Report, NCATE Accreditation (1997), pp. 149-151; NCATE Board of Examiners Report, p. 30.

**Criterion IV.3.1.04:** *An institution must provide a competent and productive faculty, adequate library and learning resources, adequate computer and laboratory facilities, and an appropriate administrative organization.*

**Status: Met**

The majority of the faculty members with terminal degrees in the School of Education teach in the graduate programs. Most have substantial records of scholarship especially in presentations at local, state, regional conferences and in refereed publications. A perusal of faculty curriculum vitae will verify this record of scholarship.

An adequate and growing USCS collection including a curriculum laboratory in the library support the graduate programs. In addition, USCS graduate students have access to the resources of the Thomas Cooper Library at USC Columbia. The School of Education provides its own Macintosh Computer Lab. Additional computer labs are available in the library and other locations on campus including the newly refurbished computer labs in the Hodge Center.

The Director of USCS Graduate Programs is a half time administrative position currently filled by a professor in the School of Education. The Director of USCS Graduate Programs is directly responsible to the Dean of the School of Education; the Dean of the School of Education is responsible to the Executive Vice Chancellor for Academic Affairs and ultimately to the Chancellor of USCS. A full-time administrative assistant and a part-time student assistant support the Director of USCS Graduate Programs.

**Documentation:** Faculty curriculum vitae, administrative flow-chart.

**Criterion IV.3.1.05**: *An undergraduate institution planning to initiate its first graduate program. . .must inform the Executive Director of the Commission on colleges in advance of the admission of students.*

**Status: Not applicable**

Criterion IV.3.1.06: The *institution also must document that any necessary approval from state or other agencies has been secured.*

**Status: Not applicable**

**Criterion IV.3.1.07**: Before *an institution moves from baccalaureate to graduate status, or attempts to expand the number of its graduate programs at the same level, it must demonstrate that it has conducted a thorough assessment of needs. [See section 4.3.1]*

**Status: Not applicable**

**Criterion IV.3.1.08**: *Institutions must maintain strong educational programs at the master's and/or baccalaureate levels before attempting doctoral programs, or must justify their departure from the requirement.*

**Status: Not applicable**

Criterion IV.3.1.09: *However, they must demonstrate not only the strength of their individual programs, but also that students admitted have met undergraduate requirements specified for the program.*

**Status: Not applicable**

**Criterion IV.3.2.01**: *An institution must establish qualitative and quantitative requirements which result in the admission of students whose educational preparation indicates the potential for a high level of performance.*

**Status: Met**

Students admitted to USCS graduate programs must have a baccalaureate degree from a regionally accredited institution with a minimum GPA of at least 2.5 on a 4.0 scale and hold a teaching certificate. Graduate students must submit passing scores on the *Miller Analogy Test* or *The Graduate Record Exam* as well as two letters of recommendation.

**Documentation:** The *1999-2001 USCS Catalog;* the information packet for USCS graduate programs; the Cohort brochure; student folders; minutes of the School of Education Appeals Committee.

**Criterion IV.3.2.03**: *Admission procedures must include the requirement that an applicant submit, as part of the formal application process, official undergraduate transcripts of credit earned from all institutions of higher education previously attended.*

**Status: Met**

This requirement is clearly stated in the 2000-2001 USCS Catalog, p. 163: "The following is required of persons wishing to pursue an M.Ed. at USCS: . . .Official copies of transcripts from all previous undergraduate and graduate studies."

**Documentation:** 2000-2001 USCS Catalog; student folders.

Criterion IV.3.2.04: *When possible, an interview with the applicant should also be arranged.*

**Status: Met**

This requirement is clearly stated in the 2000-2001 USCS Catalog, p. 163: "The following is required of persons wishing to pursue a M.Ed. at USCS: . . . .A personal interview with a member of the faculty of the USCS School of Education."

**Documentation:** 2000-2001 USCS Catalog*; agendas for orientation sessions.*

**Criterion IV.3.2.05:** Admission *criteria for all graduate programs must be published.*

**Status: Met**

Admission criteria for all graduate programs are published in the 2000-2001 USCS Catalog, in the information packet for graduate programs, and in the Cohort brochure.

**Documentation:** 2000-2001 USCS Catalog; graduate information packet; Cohort brochure.

**Criterion IV.3.2.06**: *Coursework transferred or accepted for credit toward a graduate degree must represent graduate course work relevant to the degree, with course content and level of instruction resulting in student competencies at least equivalent to those of students enrolled in the institution's own graduate degree programs.*

**Status: Met**

According to the 2000-2001 USCS Catalog, (p. 165), transfer work from a regionally accredited institution applicable to a master's degree must:

- be within the six (6) years prior to USCS degree completion;
- be limited to 9-12 credit graduate hours;
- be documented by an official transcript;
- be certified as graduate level work;
- be judged suitable by the Director of USCS Graduate Programs;
- be reflective of a minimum B level performance.

**Documentation:** 2000-2001 USCS Catalog

**Criterion IV.3.2.07**: Justification *for an exception must include adequate documentation . . . .*

USCS does not make exceptions to this policy

**Documentation:** 2000-2001 USCS Catalog, p. 165.

**Criterion IV.3.2.08:** Graduate *credit must not be awarded for portfolio based experiential learning which occurs prior to the matriculation into a graduate program and which has not been under the supervision of the institution.*

**Status: Met**

USCS does not allow this type of credit

**Documentation:** 2000-2001 USCS Catalog, p. 165.

**Criterion IV.3.2.09:** Justification *for an exception must include adequate documentation that the institution [see Section 4.3.2, line 38]*

**Status: Met**

USCS does not allow this type of credit.

**Documentation:** 2000-2001 USCS Catalog, p. 165.

**Criterion IV.3.2.10:** Separate *admission criteria must be formulated for each level of graduate work offered.*

**Status: Met**

Not applicable. USCS offers only one level of graduate work.

**Documentation:** 2000-2001 USCS Catalog

**Criterion IV.3.2.11:** Policies *must clearly define probation or conditional admission, if any, including requirements for conditional admission and how long a student may remain in that status.*

**Status: Met**

Students can take up to 12 hours without being fully admitted into a graduate degree program. There are no other types of probationary or conditional admission. After completing 12 hours of graduate work, students must be fully admitted to the graduate program to take additional coursework through USCS. The committee does make the following proposal: A procedure should be established to ensure that non-degree students are limited to taking 12 hours. The procedures for the establishment and review of the graduate admission requirements should be clarified and properly documented in the School of Education Policy Manual

**Documentation:** 2000-2001 USCS Catalog, p. 163-167.

**Criterion IV.3.2.12:** Admission *criteria for each graduate program must be established with representation by the faculty responsible for instruction in that program.*

**Status: Met**

The USCS graduate degree programs were offered initially exactly as they were at USC Columbia; they were not modified in any way for three years. This provision allowed students enrolled in the programs in Columbia at that time to complete the programs at Spartanburg if that was more convenient. The faculty of the USCS School of Education approved the admission criteria at that time and is responsible for initiating any changes. Currently a School of Education Appeals Committee is in place to hear any appeals by graduate students denied admission to current graduate programs. Minutes of the School of Education Graduate Council indicate that a formula for admission is being considered. This formula would acknowledge both student performance on the required entrance exams and student performance on the foundation courses (SERM 700, Introduction to Research in Education; SEPY Human Growth and Development; SEFN 744, Philosophy of Education). This formula would be used only if the student failed to make the required minimum score on either the Miller Analogy Test or the Graduate Record Examination.

**Documentation:** USCS Faculty Manual 2-1; Memo from Dr. Judy Prince, Associate Vice Chancellor; minutes of the School of Education Graduate Council.

**Criterion IV.3.2.13:** An *institution must publish both the general criteria for admission and any special admission criteria for individual programs.*

**Status: Met**

The general admission criteria are published. There are no special criteria for individual programs.

**Documentation:** 2000-2001 USCS Catalog, p. 163.

**Criterion IV.3.2.14:** It *must regularly evaluate its admission policies.*

**Status: Met**

Evaluation of the admission policies for USCS graduate programs is first conducted by the School of Education Graduate Council for consideration by the entire School of Education faculty. Currently the School of Education Graduate Council is considering an admission formula for use when prospective graduate students fail to meet the required minimum score on the Miller Analogy Test or the Graduate Record Exam. This formula would take into consideration the student's performance on the three required foundation courses (SERM 700, Introduction to Research in Education; SEPY 705, Human Growth and Development, and SEFN 744, Philosophy of Education).

**Documentation:** Minutes of the School of Education Graduate Council.

**Criterion IV.3.3.01:** General *completion requirements for graduate degrees offered by an institution must be determined by the faculty or an appropriate body representing the faculty.*

**Status: Met**

Because the graduate programs were initially offered by USC Columbia, the completion requirements were approved by the Graduate Council of the University of South Carolina Columbia. In 1994, these programs were moved to USC Spartanburg with the understanding that for the first three years the programs would not be modified and that USCS would seek NCATE accreditation. Since that time, NCATE accreditation has been achieved. Though the graduate programs have been modified slightly, both degrees continue to have clearly defined admission requirements and a set of core courses as well as specialty courses. Both degrees require 36 hours of coursework capped by a seminar course and comprehensive examinations.

**Documentation:** School of Education Institutional Report for NCATE Accreditation (1997). Standard I-1, Indicator 1, p. 74; USCS SACS

Application for Member Institutions Seeking Accreditation at a More Advanced Level (1993), pp. 16-E(9) and 16-F(10); USCS Faculty Manual, Graduate Committee, pp. 2-10 and 2-11.

**Criterion IV.3.3.02:** *Policies governing these requirements must include the following: [see Section 4.3.3].*

**Status: Met**

Specified period of time for degree completion - 2000-2001 USCS Catalog, p. 167.

Residency requirements - 2000-2001 USCS Catalog, p. 164.

Thesis and dissertation requirements - not applicable.

Minimum credit hours required for the degree - 2000-2001 USCS Catalog, p. 168.

Standards for satisfactory progress - 2000-2001 USCS Catalog, p. 167

Level of practice at which a student should apply for candidacy - 2000-2001 USCS Catalog, p. 168

Types of qualifying and exit exams the candidate must pass - 2000-2001 USCS Catalog, p. 168

**Documentation:** 2000-2001 USCS Catalog

**Criterion IV.3.3.03:** These *requirements, along with any others developed by the institution, must be published and distributed to all incoming graduate students and be appropriate to the degree and program being offered.*

**Status: Met**

Requirements for the Master of Education Degrees in Early Childhood Education and Elementary Education are published in the USCS Catalog as well as the graduate information packet.

**Documentation:** 2000-2001 USCS Catalog; graduate program information packet.

**Criterion IV.3.3.04:** If *individual academic units develop special completion requirements for their graduate programs, these requirements must be published in the official catalog.*

**Status: Met**

Completion requirements for the Master of Education in Early Childhood Education and Elementary Education are very similar. These requirements are clearly published in the USCS Catalog

**Documentation:** *2000-2001 USCS Catalog*

**Criterion IV.3.3.05:** All *courses offered by an institution for credit must be acceptable as requirements or electives applicable to at least one of its own degree or certificate program [see criterion 4.3.3.06]*

**Status: Met**

Graduate courses offered at USCS are divided into two categories: (1) program courses specifically applicable to one of the graduate degrees, and (2) professional development courses focused primarily on re-certification. In each of the graduate programs, six hours of professional development courses may be used as electives.

**Documentation:** Minutes of the USCS Faculty Senate for 1998-1999 and 2000-2001; listing of graduate courses for fall, 1999; spring, 2000; summer, 2000; and fall, 2000; graduate programs information packets.

**Criterion IV.3.4.06:** or *must be clearly identified on transcripts as not applicable to any of the institution's own degree or certificate programs [Wee Criterion IV.3.3.05]*

**Status: Met**

To distinguish program courses from professional development courses, the words "professional development" precede the title of any course in this category. However, six hours of professional development

courses may be used to fulfill requirements for the Master of Education in Early Childhood Education or Elementary Education.

**Documentation:** Minutes of the USCS Faculty Senate for 1998-1999 and 2000-2001; listing of graduate courses for fall, 1999; spring, 2000; summer, 2000; and fall, 2000; graduate programs information packets.

**Criterion IV.3.4.01:** An *institution offering graduate work must be able to demonstrate that it maintains a substantial difference between undergraduate and graduate instruction.*

**Status: Met**

All faculty teaching in the graduate program must meet criteria established to become graduate faculty and to teach graduate courses. Faculty members teaching a graduate course for the first time receive three hours of additional release time to prepare the course. If enrollment in a graduate course exceeds twelve students, teachers also receive three hours additional release time (unless the faculty member is already receiving three hours release time for initial preparation. Graduate courses are completely separate from undergraduate courses and are designed to prepare teachers to be reflective professionals.

**Documentation:** *School of Education Faculty and Program Manual; 2000*-2001 USCS Catalog, pp. 170-172; graduate course syllabi.

**Criterion IV.3.4.02**: Graduate *study must be at a level of complexity and specialization that extends the knowledge and intellectual maturity of the student.*

**Status: Met**

At the graduate level, courses include a strong research component and a direct link between theory and practice. Graduate students are required to apply, analyze, synthesize and evaluate new information and to reflect on the intersection of that new information with teaching and learning in their classrooms.

**Documentation:** *NCATE Board of Examiners Report,* p. 13; 2000-2001 USCS Catalog, pp. 170-172; graduate course syllabi.

**Criterion IV.3.4.03:** *It must require graduate students to analyze, explore, question, reconsider and synthesize old and new knowledge and skills.*

**Status: Met**

Graduate coursework requires graduate students to make deliberate connections between theory and practice. Foundation courses add depth and breadth to undergraduate preparation. Curriculum and instruction courses introduce students via research to best practice and require students to analyze their own classrooms in light of this best practice. In the seminar courses, required for both the early childhood and the elementary degrees, students synthesize the content of their masters programs.

**Documentation:** NCATE Accreditation Board of Examiners Report p. 13. Degree requirements are listed on pages 160-161 of the 2000-2001 USCS Catalog. Graduate course descriptions are on pages 170-172 of the 2000-2001 USCS Catalog. School of Education Institutional Report for NCATE Accreditation (1997), pp. 107-113.

**Criterion IV.3.4.05:** The *graduate curriculum must afford the depth of education, the specialized skills, and the sense of creative independence that will allow the graduate to practice in and contribute to a profession or field of scholarship.*

**Status: Met**

The graduate curriculum affords students the opportunity to strengthen and refine their undergraduate preparation. The acquisition of new skills is a part of the graduate program as students implement new "best practice" in their classrooms. Projects for graduate courses allow students enough flexibility to nourish their creativity and individuality.

**Documentation:** NCATE Accreditation Board of Examiners Report, p.13. Degree requirements are listed on page 169 of *the* 2000-2001 USCS Catalog. Graduate course descriptions are on pages 162-163 of the 2000-2001 USCS Catalog. School of Education Institutional Report for NCATE Accreditation (1997), pp. 107-113.

**Criterion IV.3.4.06:** Combined *instruction of graduate and undergraduate students, if permitted at all, must be structured to ensure appropriate attention to both groups.*

**Status: Met**

USCS does not allow undergraduate credit for any graduate course nor graduate credit for any undergraduate course.

**Documentation:** Senior Privilege on page 44 of the *2000-2001* USCS Catalog.

**Criterion IV.3.4.07:** *The curricular offerings must be clearly and accurately described in published materials.*

**Status: Met**

Curricular offerings are clearly described in the USCS Catalog and in the packet of information prepared for prospective graduate students.

**Documentation:** Degree requirements are listed on page 169 of the 2000-2001 USCS Catalog. Graduate course descriptions are on pages 170-172 of the 2000-2001 USCS Catalog, graduate admission packet, class schedules.

**Criterion IV.3.4.08:** Curricula *must be directly related and appropriate to the purpose and goals of the institution and the degree program, and to the financial and instructional resources of the institution.*

**Status: Met**

The NCATE accreditation report states that the mission of the Master of Education degree program is directly related and appropriate to the University mission. With the beginning of the Cohort format for the programs in summer 2000, the programs were modified slightly to more specifically meet the needs of classroom teachers and to reflect identified needs of public school students in South Carolina.

**Documentation:** Graduate budget; School of Education Institutional Report for NCATE Accreditation (1997), pp. 24-25; Cohort brochure; minutes of the School of Education Graduate Council.

**Criterion IV.3. 4. 9:** *The institution must have a clearly defined process by which the curriculum is established, reviewed, and evaluated.*

**Status: Not Met**

Although the USCS process for graduate curriculum development, review and evaluation is clear, the problem in this process is that the role of the USC Graduate Council is unclear. At times it has asserted jurisdiction over the USCS graduate program. If the USC Graduate Council has this power, USCS does not control its own graduate program.

**Establishing the graduate curriculum**

Curriculum additions and deletions for the USCS Graduate Program in the School of Education proceed through a clearly defined process as follows:

(1) A faculty member or a group of faculty members may generate a curriculum or policy change, a new graduate course, or a change in an existing graduate course.

(2) That change must be sent in writing to the School of Education Graduate Council for internal review.

(3) Following review by the internal School of Education Graduate Council, the curriculum, course, or policy change must be forwarded for consideration at a regularly scheduled School of Education faculty meeting for review by the full faculty.

(4) Following approval by the School of Education faculty, the change must be forwarded to the University of South Carolina Spartanburg Graduate Committee.

(5) If approved by the USCS Graduate Committee, the change is forwarded to the USCS Faculty Advisory Committee for placing on the agenda for the Faculty Senate.

(6) The USCS Faculty Senate considers the graduate curriculum or change.

(7) If the USCS Faculty Senate approves the curriculum or change, it is placed in the next issue of the USCS Catalog.

(8) The University of South Carolina Graduate Council is informed of any significant curriculum or course change by memo from the Associate Vice Chancellor for Academic Affairs who serves on the USC Graduate Council.

**Review and Evaluation of Graduate Curriculum**

Review and evaluation of the graduate programs in teacher education takes place on a regular basis based on the annual evaluation of USC Spartanburg on the performance indicators, on the annual performance of graduate students on the comprehensive examinations and portfolios required for graduation, on responses of principals who supervise teachers who have completed the graduate program, on mandated changes in state requirements for teacher certification, on performance of South Carolina students on PACT tests and other national examinations, and on requirements for NCATE certification of teacher education programs.

**Documentation:** NCATE documents; Reports on performance indicators; results of comprehensive examinations for graduate students; sample

portfolios for graduate students; reports on changes in certification requirements by the State Department of Education.

**Recommendation:** *The Committee recommends that this policy giving the USC Graduate Council oversight of USCS graduate programs be examined to determine if it should be changed.*

**Criterion IV.3.4.10:** *The faculty and administration are responsible for implementing and monitoring the general curriculum policy and the academic programs approved by the board.*

**Status: Met**

Faculty governance procedures describe the process for implementing and monitoring the general curriculum policy and the academic programs approved by the board. A review of minutes of the School of Education faculty meetings indicates that faculty are actively involved in policymaking for graduate programs, ranging from revision of programs, course revisions, discussions of new programs. There is an institution-wide process to coordinate programmatic and curricular changes for the graduate program as well. Changes to graduate programs proposed by the School of Education and approved by the faculty of the School of Education are forwarded to the USCS Graduate Committee. The Graduate Committee must approve the changes before they can be forwarded for consideration by the USCS Faculty Senate. The USCS Graduate Committee hears appeals of graduate students regarding admissions decision and grade appeals. The committee approves proposals for new graduate programs at USCS before they are forwarded to the USC Graduate Council. The Associate Vice Chancellor for Academic Affairs at the University of South Carolina Spartanburg must review and sign all admissions documents for graduate students, all programs of study for graduate students, all contracts for graduate courses, and all proposals for contract courses offered by the School of Education. This organization of graduate school procedures and processes provides

the necessary "checks and balances" for the effective administration of graduate program.

**Documentation:** USCS Faculty Manual, pp. 1 –1 and 2- 1.

**Criterion IV. 3.4.11**: The *governing board must be responsible for approving the number and types of degrees.*

**Status: Met**

The USCS Board of Trustees of the University of South Carolina approves the number and types of graduate degrees offered by the University of South Carolina Spartanburg. Proposals for new degree programs in education, at the either graduate or undergraduate level, are generated by the faculty of the School of Education, and those proposals proceed through a lengthy approval process at USC Spartanburg. After approval by the USC Spartanburg Faculty Senate, by the USCS Executive Vice Chancellor, and by the USCS Chancellor, a proposal is forwarded to the Provost of the University of South Carolina. The Provost seeks approval of the President of the University of South Carolina. If the USC Academic Affairs Committee of the Board approves the proposal, it is placed on the agenda for the full Board of Trustees of the University of South Carolina. Following approval by the University of South Carolina Board of Trustees, the proposal is then forwarded to the South Carolina Commission on Higher Education. Final approval for the degree to be offered comes from the commission.

**Documentation:** USCS Faculty Manual, p. 1.1 Minutes of the USC Board of Trustees. Operating manual for the Graduate Program in the USCS School of Education.

**Criteria IV. 3.4.12**: *An institution must make a distinction between a course of study leading to the master's or specialist degree and a course of study leading to the doctorate.*

**Status: Met**

USC Spartanburg offers only master's degrees; it does not offer the specialist degree or the doctorate. Information provided prospective students clearly indicates that the degrees offered by the University of South Carolina Spartanburg are master's degrees. The program of study required of students completing the master's degrees in education is consistent with other programs of study for that degree throughout South Carolina.

**Documentation:** The 2000-2001 USCS Catalog: Graduate Section; Brochures for the cohort for the master's degrees; packet information provided perspective students on the master's degrees.

**Criteria IV. 3. 4. 13:** *A program leading to a master's or to a specialist degree must be the equivalent of a least one year of full-time graduate study.*

**Status: Met**

The M.Ed. in Early Childhood Education and the M. Ed. in Elementary Education require 36 semester hours of graduate credit which is the equivalent of one year of study if graduate students are enrolled full time for twelve hours of credit each semester, including six hours in each summer session. The degree programs in the School of Education at the University of South Carolina Spartanburg serve teachers who are teaching in the public schools; therefore, the program is part-time. With the implementation of the USCS Cohort 2000, students can earn the M.Ed. in Early Childhood Education and the M. Ed. in Elementary Education by enrolling in twelve hours of coursework in the first summer of the program, three hours of graduate coursework in both fall and spring semesters, twelve hours of coursework during the second summer of the program, and three hours of graduate coursework in both fall and spring semesters. Consequently, teachers will graduate with a master's degree after two full years of study.

**Documentation:** 2000-2001 USCS Catalog; Cohort brochure outlining program of study for the M. Ed. in Early Childhood Education and M. Ed. in Elementary Education from summer 2000 to graduation in May 2002.

**Criterion IV. 3.4.14:** *A master's or a specialist degree must provide the following: an understanding of research and the manner in which research is conducted; an understanding of the subject matter, literature, theory and methodology of the discipline; an association with resident faculty sufficient to permit their individual evaluation of each candidate's capabilities; and demonstrated means of certifying the knowledge and skills the candidate has acquired.*

**Status: Met**

*An understanding of research and the manner in which research is conducted*

The primary concern in the masters degree programs for teachers is with basic research—the discovery of knowledge which aims to solve an immediate practical problem. A crucial element of research in the USCS graduate program is effective use of library resources—seeking information from professional literature on methods, materials, and curricula to use in school. Significant instruction is provided teachers on library research and resources which are available to them both on campus and through the Internet.

All master's degree candidates are required to satisfactorily complete SERM 700-Introduction to Research in Education in both the M. Ed. in Early Childhood Education and the M. Ed. in Elementary Education.

*An understanding of the subject matter, literature, theory and methodology of the discipline.*

The subject matter for both the M. Ed. in Early Childhood Education and the M. Ed. in Elementary Education has been clearly

identified and outlined in the USCS Catalog and in other publications regarding the graduate degree. Candidates for the M. Ed. in Elementary Education must complete 15 hours of core courses, 12 to 15 hours of content/methods courses selected from a minimum of three subject areas, 3-6 hours of related study, and a final seminar. Specific learning outcomes have been established in each syllabus for each graduate course.

*An association with resident faculty sufficient to permit their individual evaluation of each candidate's capabilities*

USCS faculty members teaching in the graduate program meet on a regular basis to discuss the progress of students in the graduate courses they are teaching. Faculty members participate in orientation sessions with graduate students, in luncheon meetings, instruct courses, advise on portfolio construction, help prepare students for comprehensive examinations. Faculty members have many opportunities to evaluate each candidate's capabilities as a teacher.

*Demonstrated means of certifying the knowledge and skills the candidate has acquired*

Candidates for the M. Ed. in Early Childhood Education and for the M. Ed. in Elementary Education must demonstrate through a portfolio their professional growth. Central to the design of the portfolio is the belief that three abilities-- reflection, systematic inquiry, and collaboration-- are at the heart of teacher growth. The development of the portfolio is aligned with the knowledge and skills preparatory to application for National Board Certification by the teachers enrolled in the USCS graduate program. Through the portfolio, teachers will select high quality artifacts to demonstrate their knowledge and skills in the following areas:

Category I -- Commitment to Students and Their Learning
Category II -- Knowledge of Subject Matter and Related Pedagogy
Category III -- Management and Monitoring of Student Learning
Category IV -- Systematic Reflection on Practice

Category V -- Participation in Learning Communities

**Documentation:** 2000-2001 USCS Catalog; graduate course syllabi; SERM 700-Introduction to Education syllabus; NCATE Accreditation Board of Examiners Report, P.13 and 21, programs for orientation sessions, program for cohort luncheon.

**Criterion IV. 3.4.15.** A non-research-oriented professional master's degree requires an understanding of the accepted professional practices in the field.

**Status: Met**

USCS does not offer a non-research oriented professional master's degree.

**Documentation:** 2000-2001 USCS Catalog page 169. School of Education graduate course syllabi.

**Criterion IV. 3.4.16:** *The institution must demonstrate that an effective relationship exists between curricular content and current practices in the field of specialization.*

**Status: Met**

As the USCS Cohort 2000 program was developed, requirements for the M. Ed. in Early Childhood Education and Elementary Education were modified in response to current emphases of the South Carolina State Department of Education. In both programs, students are strongly encouraged to take a course in the teaching of mathematics to young children (SEDL 642) and a course in literacy development (SEDR 720). The State Department emphasis on mathematics and reading is a result of the poor performance of South Carolina students on the Palmetto Achievement Challenge Test (PACT). Other evidence that the graduate program is responding to current practices in teacher education is the

coordination of propositions underlying National Board Certification with the development of the graduate portfolio. National Board Certification is being emphasized in South Carolina, and monetary awards are made to teachers to earn the certification.

**Criterion IV. 3.4. 17** *The institution must demonstrate that program length, credit hours, and tuition and fees are appropriate for its master's, specialist degrees, and any other credential it offers.*

**Status: Met**

The master's degrees in early childhood education and elementary education offered by the University of South Carolina Spartanburg are patterned after the master's degrees in the same areas at the University of South Carolina Columbia. Fees for these graduate programs at USC Spartanburg are the same as the fees for graduate programs at the University of South Carolina Columbia. Catalogs of other master's degree programs in elementary education and early childhood education verify that program length, credit hours, and tuition and fees are comparable to other programs in South Carolina.

**Documentation:** Degree requirements are listed on page 169 in the 2000-2001 USCS Catalog. Academic Fees are listed on page 163 in the 2000-2001 USCS Catalog. Requirements and fees are also listed in materials provided by the USCS Graduate Office.

**Criterion IV.3.4.18:** *A doctoral degree program must be of sufficient duration to provide for substantial mastery of the subject matter, {see 4.3.4 for rest--probably not applicable}.*

**Status: Not Applicable**

Not applicable, because USCS does not offer doctoral degrees.

**Criterion IV.3.4.19:** *A substantial period of residence must be included [see section 4.3.4].*

**Status: Not Applicable**

Not applicable, because USCS does not offer doctoral degrees.

**Criterion IV.3.4.20:** *In such cases, the institution must demonstrate a substantial level of competency appropriate to a doctoral degree.*

**Status: Not Applicable**

Not applicable, because USCS does not offer doctoral degrees.

**Criterion IV.3.4.21:** *There must be appropriate and regular means for determining candidacy and the fulfillment of degree requirements.*

**Status: Not Applicable**

Not applicable, because USCS does not offer doctoral degrees.

**Criterion IV.3.4.22:** *The institution must demonstrate that an effective relationship exists between curricular content and current practices in the field of specialization.*

**Status: Not Applicable**

Not applicable, because USCS does not offer doctoral degrees.

**Criterion IV.3.4.23:** *The institution must demonstrate that program length, credit hours, and tuition and fees are appropriate for its doctoral degrees.*

**Status: Not Applicable**

Not applicable, because USCS does not offer doctoral degrees.

**Criterion IV.3.4.24:** *The institution must conduct frequent systematic evaluations of graduate curricula offerings and program requirements.*

**Status: Met**

Faculty in both graduate and undergraduate courses in the School of Education are required to administer "Student Opinion Surveys," evaluations of both teaching effectiveness and course content. A summary of these data is provided to both the faculty member, the Director of USCS Graduate Programs in Education, and the Dean of the School of Education. In addition to numerical summary data, faculty members receive the written student comments on strengths, weaknesses, and overall assessment of graduate courses. Faculty members routinely use both the quantitative and qualitative information to adjust course assignments, readings, and assessments as well as to further shape and improve course content. Students completing the graduate program complete a survey distributed by the Alumni Office. The results are used to determine satisfaction with the program and effectiveness of the program. Surveys are sent to employers of graduates of the M.Ed. in Early Childhood Education and the M. Ed. in Elementary Education. Principals are asked to evaluate the effectiveness of the teacher in the classroom after completion of the master's degree.

**Documentation:** School of Education Institutional Self Study for NCATE Accreditation (1997), p. 24-2, NCATE Accreditation Board of Examiners Report, p. 7.

**Criterion IV.3.4.25:** *An institution must integrate research with instruction.*

**Status: Met**

Research is integrated into the curriculum as appropriate for master's level coursework. For example, students in the graduate program in early childhood education have opportunities to demonstrate research competencies in the following courses:

In SECH 740 –The Young Child: Applying Theory and Research, graduate students complete a topic investigation which involves research. Professional readings from experimental research articles must be read,

and students must complete research on a "Child Study Project." In SECH 742, graduate students research a curriculum model and theories of development and apply this research to implications for the classroom. In SECH 797- Seminar in Early Childhood, graduate students engage in research in preparation of the seminar papers and for the development of a curriculum framework. Each student must identify an area of expertise, prepare a project proposal, and submit it for presentation to a peer group at a professional conference or in-service session. In SEDL 715- Elementary School Curriculum, in SEDL 720- Middle School Organization and Curriculum, SEDL 717- Curriculum Problems in Elementary School, and in SEDL 780- Seminar in Elementary Education, graduate students research current issues and trends in elementary education. In SERD 720- Reading: Primary to Middle Grades, graduate students research differences in reading techniques, analyze the data, and publish the results.

**Documentation:** Graduate course syllabi. See graduate course descriptions in the 2000-2001 USCS Catalog, pp. 170-172. SECH 740 The Young Child: Applying Theory and Research. SECH 742 Advanced Study of Early Childhood Curricula and Program Models. SERM 700 Introduction to Research in Education. NCATE Accreditation Board of Examiners Report, p. 13.

**Criterion IV.3.5.01:** *The institution must provide an environment which supports and encourages scholarly interaction and accessibility among the faculty and students consistent with the qualitative intent of the Criteria.*

**Status: Met**

Annual review in the areas of teaching, service, and scholarship is required for each faculty member being considered for reappointment and/or merit. These same categories are used in promotion and tenure decisions. In the School of Education, many faculty members are involved in pedagogical and/or discipline-centered projects, and graduate

students are often included as participants in professional/scholarly activities. Evidence of scholarly pursuits by faculty can be found in each faculty member's vitae. At conferences sponsored by the School of Education, such as a recent Children's Literature Conference and the annual Diversity Conference, both graduate and undergraduate students as well as faculty and administrators usually present. Faculty members interact with graduate students through professional development schools as well. School of Education faculty regularly conduct workshops for teachers in public schools which provides them an additional opportunity to interact with graduate students who are regular classroom teachers and who are enrolled in the graduate program in teacher education at USCS.

Faculty members post and keep office hours and are available to graduate students via telephone and email. Faculty members participate with students in events such as the Cohort luncheon and other out-of-class activities which facilitate interaction between faculty and graduate students.

**Documentation:** School of Education Institutional Report for NCATE Accreditation (1997), Standard III.A PP126-132 (This section speaks to professional education faculty as teacher scholars qualified for their assignments.) Programs for conferences and other functions.

**Criterion IV.3.5.02:** *Instructional methods and delivery systems must provide students with the opportunity to achieve the stated objectives of a course or program.*

**Status: Met**

All courses are taught by qualified professors using a variety of instructional methods.

**Documentation:** School of Education Institutional Report for NCATE Accreditation (1997), Standard I.G. pp. 59-62. (This section speaks to the quality of instruction.), course syllabi.

**Criterion IV.3.5.03:** *Students must be informed of the goals and requirements of each course, the nature of the course content, and the methods of evaluation to be employed.*

**Status: Met**

Information on course objectives and requirements is included in the syllabus of each graduate course.

**Documentation:** Course syllabi, School of Education Institutional Report for NCATE Accreditation (1997), Standard II.C (This section speaks to advising and monitoring the progress of candidates.)

**Criterion IV.3.5.04:** *Methods of instruction must be appropriate for students at the specified level of graduate study.*

**Status: Met**

Graduate faculty members use a variety of instructional strategies that reflect an understanding of different models and approaches to learning. The School of Education Mission Statement indicates that faculty members serve as outstanding pedagogical models for teacher education students. Modeling of effective teaching practices is considered a primary responsibility of faculty in the graduate program. The varieties of teaching strategies modeled by the School of Education faculty in the graduate program are described in course syllabi. Strategies include lecture, Socratic techniques, use of thematic units, interdisciplinary approaches, cooperative learning, individualized instruction, reflective journal writing, simulations, games, inquiry, scientific method, discovery, writing process, reader-response approaches and problem solving/posing experiences. The graduate faculty has a strong commitment to the development of reflection, critical thinking, problem solving and professional dispositions. These aspects are threaded throughout the graduate teacher education program. Teachers enrolled in the USCS Cohort 2000 program use their own schools and classrooms for their field experiences. Early childhood graduate students experience a variety of

field-based activities in several of the required and elective courses. In these field experiences, the graduate students implement activities with children; evaluate curricula materials and activities they learned in the graduate class; design parent involvement programs and a means of assessing the programs; design or redesign a classroom for instruction; conduct case studies of individual young school children; and complete numerous field experiences.

**Documentation:** NCATE Accreditation Board of Examiners Report p. 14.

School of Education Institutional Report for NCATE Accreditation 1997, Standard I.G. pp. 59-62 (This section speaks to quality of instruction.) Standard I.H pp. 68-70 (This sections speaks to field experiences.) Course syllabi

**Criterion IV.3.5.05:** Experimentation *with methods to improve instruction must be adequately supported and critically evaluated.*

**Status: Met**

In summer 2000, the School of Education introduced a USCS Cohort 2000 program in which graduate students would complete the graduate degrees in early childhood education and elementary education as a group. It is anticipated that the students will experience greater satisfaction with the program than that experienced by teachers who register and begin the master's program at different times. Evaluation will take place throughout the program to determine the impact of a cohort design on graduate students and on the development of professional skill and knowledge.

**Criterion IV.3.5.06:** *The institution must use a variety of means to evaluate student performance.*

**Status: Met**

A graduate candidate's performance is carefully monitored through course performance; however, such performance is assessed more systematically and authentically in the development of portfolios. In each course in the graduate program, authentic, performance-based assessment is used to gauge actual student performance, including such methods as papers, projects, exams, panel discussions, class presentations, videotapes of lessons, applications of strategies with children, and reflective journals. The products and the grades connected with individual courses are one indication of developing student competence. Assessment of the growth of graduate students occurs as these teachers complete reflective journals as a requirement for specific courses, write analysis papers of specific lessons or units, and as they develop professional portfolios. Each of these endeavors encourages self-assessment as well. Portfolios are used to assess the quality of the programs and to frame and document the professional growth of the students in the cohort program for the USC Spartanburg Master of Education degrees in Early Childhood and Elementary Education. The graduate portfolios will be used to help teachers develop the knowledge and skills necessary for application for National Board Certification. The design of the portfolio is consistent with the five propositions underlying the National Board for Professional Teaching Standards. Portfolios are introduced to graduate students in an orientation session before beginning coursework. A formative evaluation of the portfolios will be completed in the course in which the student is enrolled during the spring semester after the beginning of the cohort. The purpose of this mid-point evaluation is for faculty to provide guidance in designing the portfolio. The portfolio is designed for completion and presentation during the seminar course, the quality of the portfolio will be reflected in the final grade for the seminar course. The portfolios may be maintained electronically or in hard copy. When submitting the final portfolio, teachers will select 2 –5 high quality artifacts demonstrating professional growth for each of the five categories. Teachers will prepare

an introductory statement for each section of the portfolio giving the rationale for the selection of artifacts included. Candidates for the master's degree must successfully complete a master's comprehensive examination indicating that they have mastered the stated goals and objectives of the graduate programs. The comprehensive examinations are the final, formal assessment of the student's development. This examination is taken at the end of the graduate program when candidates enroll in SECH 797 in the early childhood program or SEDL 780 in the elementary program. The seminar courses are designed to help graduate students review, organize, and synthesize knowledge and skills acquired throughout their previous coursework and experiences.

**Documentation:** School of Education Institutional Report for NCATE Accreditation (1997), Standard II.C pp. 106-116 (Indicators 1-4), Course syllabi, survey summaries.

**Criterion IV.3.5.07:** *This evaluation must reflect concern for quality and properly discern levels of student performance.*

**Status: Met**

Graduate courses may be passed for degree credit with a grade as low as C, but the graduate student's average on all courses attempted for graduate credit must be at least B (3.0 on a 4.0 system). Additionally, the students' average on all courses numbered 700 or above must be no less than 3.0. The director of graduate studies meets with graduate students to discuss possibilities for improving academic performance if progress is unsatisfactory. Before a passing grade can be earned in the graduate seminar courses, the graduate portfolio must be sufficient for documenting the development of a "reflective professional." To date, 100 percent of graduate students have passed comprehensive examinations. A chart is available in the SACS Documentation material indicating the number of students who have completed the graduate program and their performance on the comprehensive examination.

**Documentation:** School of Education Institutional Report for NCATE Accreditation (1997), Standard II.C pp. 106-116 (Indicators 1-5), chart of performance on comprehensive exams.

**Criterion IV.3.5.08:** An *institution must publish its grading policies, and its grading practices must be consistent with policy.*

**Status: Met**

Grading policies are published in each graduate syllabus. General guidelines for grading are provided in the graduate section of the 2000-2001 USCS Catalog.

**Documentation:** 2000-2001 USCS Catalog p. 165, School of Education Institutional Report for NCATE Accreditation (1997), Standard II.C p. 118 (Indicator 6) p. 114 (Indicator 3), Course syllabi.

**Criterion IV.3.5.09:** *Courses offered in non-traditional formats, e.g., concentrated or abbreviated time periods, must be designed to ensure an opportunity for preparation, reflection and analysis concerning the subject matter.*

**Status: Met**

Regular courses in the graduate curriculum are not offered in nontraditional formats. Guidelines developed in the fall of 1999 require that all "professional development" courses extend for a period of at least three weeks and have at least 45 contact hours.

**Documentation:** Guidelines for Professional Development Courses, Schedule of classes for 2000-2001; summer 2000.

**Criterion IV.3.5.10:** *The institution must demonstrate that students completing these programs or courses have acquired equivalent levels of knowledge and competencies to those acquired in traditional formats.*

**Status: Met**

Regular courses in the graduate curriculum are not offered in nontraditional formats.

**Documentation:** Guidelines for Professional Development Courses

**Criterion IV.3.5.11:** *There must be provision for assigning students to their advisors or directors, appointing their graduate committees, and monitoring their academic progress.*

**Status: Met**

The chair of the Division of Graduate Studies functions as the academic advisor for all graduate students and monitors their progress. As the number of students in the graduate program increases, additional graduate faculty members will assume this responsibility.

**Documentation:** 2000-2001 USCS Catalog, p. 164

**Criterion IV.3.5.12:** *There must be frequent, systematic evaluation of graduate instruction and, if appropriate, revision of the instructional process based on the results of this evaluation.*

**Status: Met**

All teaching by graduate faculty is evaluated in each class by students who complete an anonymous, summative, objective/free response student opinion poll. These surveys are completed near the end of the semester when the course is taught. Resulting statistical data are sent both to the faculty member and to the ranking administrator several weeks into the following semester. Faculty members receive the student comments. This evaluation is reviewed by the professor and that person's rating administrator, who also conducts an annual review of each faculty member. During the first and second years of employment, and then on a five year cycle, faculty members are evaluated by a committee of their peers. The Peer Review Committee rates the faculty member in several areas including teaching. The committee individually observes one or

more classes taught by the faculty member. The committee meets with the colleague to discuss the evaluation. These processes of peer review and opinion polls work together to quantify and qualify the performance of faculty members. In meetings with the Division Chair and the Chair of the Peer Review Committee, faculty members learn about strengths and weaknesses in teaching as well as in scholarship and service. Faculty members use this information to develop strategies for improvement of teaching if warranted. Intended improvements in teaching are included in the faculty members' professional goals for the coming year.

**Documentation:** USCS Faculty Manual, p. 8-2, School of Education Institutional Report for NCATE Accreditation (1997), Standard I.G pp. 61-62 (Indicator 4) (This section speaks to the quality of the educational experience.) Administrative review files.

**Criterion IV.3.6.01:** Each *institution must conduct a systematic, effective program of graduate academic advising.*

**Status: Met**

Although the Director of USCS Graduate Programs advises all degree-seeking graduate students at this time, provisions are made in the USCS Catalog and other documentation for advisors to be selected from the School of Education as the program expands. Program advisement guides are sent to students to assist in organizing an advising interview with the director. Working with the Director of USCS Graduate Programs, students develop an individualized program of study for their graduate degrees. This program of study must include basic program requirements but also allows some flexibility to reflect personal goals/interests of the students and to include credit for some previous coursework.

**Documentation:** 2000-2001 USCS Catalog, p. 164, Master's Degree in Early Childhood Education Program Advisement Guide, Master's Degree in Elementary Education Program Advisement Guide; student files

**Criterion IV.3.6.02:** *An institution must ensure that the number of advisees assigned to faculty or professional staff is reasonable.*

**Status: Met**

The chair of the Division of USCS Graduate Programs advises all degree seeking graduate students in the first cohort group admitted to the University of South Carolina Spartanburg. As the number of students in the cohort groups increase, graduate faculty in the School of Education will be assigned graduate students for advisement.

**Documentation:** Master's Degree in Early Childhood Education Program Advisement Guide, Master's Degree in Elementary Education Program Advisement Guide, student files.

**Criterion IV.3.6.03:** *An effective orientation program must be made available to all full- and part-time graduate students.*

**Status: Met**

Orientation of graduate students is the responsibility of the Director of USCS Graduate Programs in the School of Education. With the implementation of the USCS Cohort 2000 in Early Childhood Education and Elementary Education, orientation sessions are held on the USCS campus. At the end of the orientation session, teachers can take the Miller Analogy Test that is one of the two standardized measures required for admission to the program. Graduate students are provided a Program Advising Guide appropriate to the degree during orientation. The packet of information describes various services and programs at USC Spartanburg, including childcare services, financial aid, counseling services, and other procedures for admission and completion of a master's degree in education. Additional orientation to the University occurs during a Cohort Luncheon held at the beginning of the first semester of each cohort group.

**Documentation:** Graduate Student Information Packet, Master's Degree in Early Childhood Education Program Advisement Guide, Master's Degree in Elementary Education Program Advisement Guide. USCS Cohort 2000 brochure, orientation program agenda, cohort luncheon program.

**Criterion IV.3.6.04:** *Orientation and advisement programs must be evaluated regularly and used to enhance effective assistance to students.*

**Status: Met**

In the past, the orientation programs have not been evaluated. During the first semester of attendance of the cohort group at USC Spartanburg, evaluation of the orientation of graduate students will take place. Information on the strengths and weaknesses of the orientation program will be used in planning the orientation for the second cohort group which will enter in the summer of 2001.

Faculty performance as advisers is assessed using a standardized survey of advising. Survey results are shared with each faculty member and his/her Dean, and modifications to advisement are made if appropriate.

**Documentation:** Results of the evaluation of the orientation program for the USCS Cohort 2000.

**Criterion IV.4.01:** *The content and design of publications produced and distributed by an institution must be accurate and consistent in describing the institution and rigorously adhere to principles of good educational practice.*

**Status: Met**

USCS publication policy addresses the content and design elements of all USCS publications. The University Communications office administers this policy to ensure the accuracy and consistency of all information

describing the institution. The policy has the following three subsections: external publications, graphical identity, and editorial consistency.

All University publications adhere to principles of good educational practice and have been recognized nationally for doing so. University Communications has received awards from the Advertising Federation of Spartanburg as well as the Admissions Marketing Report Awards Competition (a national competition), and the office continues to focus on training for the "best practices" in university publications.

**Documentation:** 2000-2001 USCS Catalog and various other USCS publications

**Criterion IV.4.02: An** *institution must make available to students and the public accurate, current catalogs or other official publications containing the following information: {See4 section 4.4}.*

**Status: Met**

USCS meets this criterion through the USCS Catalog, which is published annually. The university typically prints about 13,000 catalogs annually to provide information to all university constituents. It is distributed to students through the deans' and offices of division chairs. It is also available in the Admissions and University Communications Offices. The Admissions Office distributes them at local high schools as well as at other events where they have a booth set up for those interested in higher education. Copies are also in the guidance offices of South Carolina high schools as well as the libraries of South Carolina's two-year educational institutions.

The catalog contains the following information: entrance requirements and procedures; admissions criteria and policies, including the admission of transfer students; rules of conduct; academic calendar; degree completion requirements; full-time faculty and degrees held; costs and financial obligations; refund policies; and other items relative to attending the university

or withdrawing from it. This information is subject to the review process for making changes in the catalog as documented in the faculty manual.

**Documentation:** 2000-2001 USCS Catalog

**Criterion IV.5.01:** *An institution must formulate clear and explicit goals for its distance learning programs and demonstrate that they are consistent with the institution's stated purpose.*

**Status: Met**

There are clear goals for the distance education programs offered through the Mary Black School of Nursing, the School of Education, and the College of Arts and Sciences.

**Documentation:** Mission Statement, 2000-2001 USCS Catalog, p. 7, USCS Distance Learning Strategic Plan, Bachelor of Science in Nursing 1999 Self Study Report

**Criterion IV.5.02:** Further, *an institution must demonstrate that it achieves these goals and that its distance learning programs are effective and comply with all applicable Criteria*

**Status: Met**

Due to the relative short period of distance learning program implementation at USCS, only preliminary assessment results are available at this time. Nevertheless, student evaluations of faculty, course evaluations, assessment of learning outcomes (performance on professional examinations) have been demonstrated for the Bachelor of Science Completion Program offered by the Mary Black School of Nursing across the state of South Carolina via educational television. This program provides adequate instruction, library resources, academic advising, as well as faculty training and development. Assessment results indicate that this program is of equal quality when compared with the traditional "on-campus" program. It is just as effective and meets all applicable criteria.

The School of Education began offering baccalaureate degrees in early childhood education and in elementary education to students on the campus of USC Sumter via compressed video in the fall of 1998. USC Sumter is a two-year campus of the University of South Carolina system awarding associate degrees. A full time USCS faculty member was hired to direct and teach in the program on the Sumter campus. Two Sumter campus faculty members were assigned to the program on a half time basis. Courses are broadcast from both sites and students on both campuses enroll in courses via distance education. The curriculum is the same and the faculty members are considered USCS faculty. The School of Education subscribes to the *Common Standards and principles of Good Practice* of the Southern Regional Electronic Campus and to the rigorous standards of the National Council for the Accreditation of Teacher Education (NCATE). In January of 1999, students enrolled in the School of Education distance education program were given a survey to determine program effectiveness and student satisfaction. The same students were surveyed again at the end of the semester. Students were also given the Student Opinion Poll administered in all USCS education classes. Further, USC Sumter distance education graduates performed at the same level of proficiency on the PRAXIS Beginning Teacher Assessment Examination as other USCS education graduates. These assessment measures are repeated continuously.

**Documentation:** USCS Distance Learning Strategic Plan, Mary Black School of Nursing Self-Study Report 1999, Mary Black School of Nursing Distance Education Assessment Report, 1999 SACS Self-Study Survey

**Criterion IV.6.01:** *Continuing education and outreach and service programs must be clearly related to the purpose of the institution.*

**Status: Met**

The mission of the university "rests upon a foundation of partnerships with the educational, corporate, and service organizations of

the Upstate." (Pg. 7 USCS Catalog) The public service and outreach activities listed on page 8 of the catalog include: Upward Bound, Saturday Academy, Educational Talent Search, ACHIEVE, History Day and the Piedmont Regional Science Fair. The John Rampey Jr. Center for Quality and Management Education provides advanced training to the corporate community.

**Documentation:** USCS Catalog, Rampey Center News

**Criterion IV.6.02:** All *continuing education programs, both credit and non-credit, must be evaluated regularly.*

**Status: Met**

All continuing education programs are non-credit. The Advanced Training and Continuing Education Office coordinates these programs. All programs that receive CEUs are currently evaluated. The evaluations are filed in the Rampey Center with the class folder.

**Documentation:** Advanced Training and Continuing Education Policies

**Criterion IV.6.03:** All *continuing education and outreach and service programs offered for credit must comply with the requirements of the Criteria, and with Section IV in particular.*

**Status: Met**

USCS does not offer continuing education, outreach or service programs for credit.

**Criterion IV.6.04:** For *outreach and service programs, an institution must provide the resources and services necessary to support the programs and must evaluate the programs regularly.*

**Status: Met**

Outreach and service programs that are part of a grant are funded by that granting agent and extensive evaluation is required. Grants specify the support that USCS is required to provide, such as office space or

telephones. Other outreach and service programs are evaluated by the supervisors of the programs.

**Documentation:** Grants Office.

**Criterion IV.6.05:** An *institution planning to initiate, through continuing education or outreach programs, a degree program must inform the Executive Director of the Commission on Colleges in advance of program implementation.*

**Status: Met**

There are no plans to offer degree programs through continuing education.

**Criterion IV.6.06:** An *institution must not award academic credit for work taken on a non-credit basis without appropriate documentation that the non-credit coursework is equivalent to a designated credit experience.*

**Status: Met**

Credit by examination, military credit, correspondence credit, and non-collegiate credit is limited to 30 semester hours, and is clearly defined on pages 47-49 of the USCS Catalog. Each academic dean is responsible for insuring that all coursework taken to fulfill degree requirements is equivalent to the traditional credit experience.

**Documentation:** USCS Catalog

**Criterion IV.6.07**: In *such cases, the institution must document that the credit awarded for non-credit coursework represents collegiate coursework relevant to the degree, [see 4.6 for the rest].*

**Status: Met**

Non-credit coursework is not converted for USCS credit. Students may earn credit by examination, which could validate some non-credit learning experiences.

**Documentation:** 2000-2001 USCS Catalog, pp. 47-49.

**Criterion IV.6.08:** All *credit-bearing continuing education courses and activities must comply with the requirements of the Criteria.*

**Status: Met**

There are no credit bearing continuing education courses

**Criterion IV.7.01**: *The institution must have adequate student records for both credit and non-credit courses.*

**Status: Met**

Official student records of all credit courses are housed at the University of South Carolina Columbia as the official record keeper of the university system.

The Advanced Training and Continuing Education Office keeps attendance rosters for CEU courses and the registration and permanent record, as well as copies of course certificates on campus at USCS. These are filed in a fireproof cabinet.

**Documentation:** USCS Catalog, USC Policies and Procedures Manual, Advanced Training and Continuing Education Policies

**Criterion IV.7.02:** The *institution must take all steps necessary to ensure the security of its student records, including storage in a secure vault or fireproof cabinet.*

**Status: Met**

Official student records of all credit courses are housed in a secure vault at the University of South Carolina Columbia, the official record keeper of the university system. Continuing education records are maintained in a fireproof file cabinet on the USCS campus.

**Documentation:** USC Policies and Procedures Manual and Advanced Training and Continuing Education Policies

**Criterion IV.7.03:** The *institution must have policies concerning what constitutes the permanent record of each student, as well as policies concerning retention and disposal of records.*

**Status: Met**

Official student records of all credit courses are housed at the University of South Carolina Columbia, the official record keeper of the university system. Policies regarding this are listed in the USC Policies and Procedures Manual.

**Documentation:** USC Policies and Procedures Manual

**Criterion IV.7.04**: It *must establish and publish information-release policies which respect the rights of individual privacy, the confidentiality of records, and the best interests of the student and institution.*

**Status: Met**

The complete policy for information release is published annually in the USCS Catalog (page 53). It is also published in the fall and spring class schedule. An annual memo is sent to faculty and staff having access to student records, which lists the university FERPA policy as well as implications for practice.

**Documentation:** USCS Catalog, USCS class schedule, FERPA memo

**Criterion IV.9.01**: *A member institution which enters into such consortial relationships or contractual agreements must have sufficient control of relationships/agreements so as to maintain compliance with the Criteria . .*

**Status: Met**

USCS does not have any consortial relationships or contractual agreements to offer degree programs.

**Criterion IV.9.02:** *All consortia and contracts must be evaluated regularly.*

**Status: Met**

USCS participates in an educational consortium at the University Center in Greenville, but it is responsible for its own offerings. USCS participates on the governing Board for the University Center and has annual financial obligations. These ties result in a continuous evaluation of the relation.

**Documentation:** Agreement for the University Center.

**Criterion IV.9.03**: **If** *an institution plans to participate in consortial relationships or enter into contractual agreements for educational programs, it must follow reporting policies and procedures related to substantive change.*

**Status: Met**

USCS does not participate in consortial relationships or contractual agreements for educational programs.

**Criterion IV.9.1.01:** *A member institution seeking to participate in a consortium degree or certificate program must enter into such a relationship only with regionally accredited institutions offering degrees or certificates at the same level.*

**Status: Met**

USCS does not participate in a consortium degree or certificate program with any other institution.

**Documentation:** 2000-2001 USCS Catalog

**Criterion IV.9.1.02:** *Exceptions must be approved by the Commission in advance of the formation of or participation in the consortium.*

**Status: Met**

USCS does not participate in a consortium degree or certificate program with any other institution.

**Documentation:** Not Applicable

**Criterion IV.9.1.03:** *The member institution must maintain the quality of all courses/programs offered through the consortium.*

**Status: Met**

USCS does not participate in a consortium degree or certificate program with any other institution.

**Documentation:** Not Applicable

**Criterion IV.9.1.04:** *Educational courses/programs offered through a consortial relationship must be related to the teaching purpose of the institution and comply with the Criteria.*

**Status: Met**

USCS does not have any consortial relationships or contractual agreements to offer degree programs. There is an agreement with Greenville Technical College to offer cross-registration in courses on their Greer campus.

**Documentation:** Agreements with Greenville Tech and the University Center

**Criterion IV.9.2.01:** *Educational services and programs offered through a contractual agreement with another institution or organization must support the purpose of the institution.*

**Status: Met**

USCS does not offer any educational services or programs through a contractual agreement with another institution or organization.

**Documentation:** Not Applicable

**Criterion IV.9.2.02:** *The member institution must maintain the quality of programs/courses offered through the contract and ensure ongoing compliance with the Criteria.*

**Status: Met**

USCS does not offer any educational services or programs through a contractual agreement with another institution or organization.

**Documentation:** Not Applicable

**Criterion IV.9.2.03:** *If an institution enters into a teach-out agreement with another institution, it must submit the agreement to the Commission for approval (See Commission policy "Teach-Out agreements.")*

**Status: Met**

USCS has not entered a teach-out agreement with another institution.

**Documentation:** Not Applicable

# Faculty

## The Self-Study: Section IV

*Description of the USCS Faculty*

USC Spartanburg is primarily an undergraduate teaching institution, and one of the major strengths of USCS is its fine faculty. The principal faculty duty is teaching, coupled strongly with scholarly and service activity, which contributes to improving the teaching and learning process. The level of this activity ranges from research supported by major grants to extensive service in local and charitable organizations as board members and volunteers. Most administrators also teach, and "less than 15 percent of the student credit hours [were produced] by part-time adjunct faculty in 1998-99, although this number has fluctuated greatly since the last self-study." The overall average student/faculty FTE ratio reported in fall 1999 was 15.8 to 1

USCS faculty members see their most important duty as teaching. They are committed to the education of students who may be commuters, who are often first-generation college students, who need to work, and who have less than stellar academic records. Their role is to educate members of the regional workforce rather than to fill elite graduate schools. They are committed to diversity, to an international curriculum, and to the infusion of technology into the curriculum. USCS faculty members take pride in this role.

The University of South Carolina Spartanburg has a faculty well qualified to accomplish its mission. USCS has 199 full-time equivalent teaching faculty. More than 65% of the University's full-time faculty members who teach in the baccalaureate and master's degree programs have terminal degrees, and full-time faculty members who teach in the associate degree program have master's degrees in their area of teaching. The 172 full-time instructional faculty members teaching in the Fall

Semester 2000 are evenly distributed in academic rank. Approximately 42% are tenured. Approximately 57% are female; 87% are white; 9% are African American; 2% are Hispanic; 2% are Asian, and less than 1% are classified as Native American.

*Improvements since the 1991 Self-Study*

The following improvements were made based upon the SACS recommendations in the previous self-study.

- Added an additional step in certifying of English as language of instruction. All candidates for teaching positions now must make an oral presentation in English.
- In the baccalaureate programs, measures were taken to meet the recommendation that all teaching faculty have a minimum of a Master's Degree and 18 hours of graduate work in the discipline.
- Nursing faculty increased to a satisfactory level the number of faculty members with the terminal degree.
- Graduate programs are now offered by USCS and the ratio of graduate students to graduate faculty is better than the 4:1 guideline that is set by the USC campus.
- USCS publishes comprehensive policies for part-time faculty and offers an orientation at the beginning of each major semester.
- USCS has a limited number of teaching assistantships in its graduate programs.
- USCS acknowledges the problem of understaffing of professional librarians and continues to address this issue.

*Measures of Effectiveness*

Measures of the faculty's effectiveness include: the University's ability to recruit, develop, and retain competent faculty; the faculty's academic preparation and its productivity in teaching, research, and

service; faculty perceptions of the their role and responsibility in the University; faculty workload; and evaluation policies and procedures.

The Self-Study Subcommittee on Faculty reviewed university documents articulating the institution's official position on the treatment of its faculty and other instructional staff. Among the major documentary sources were:

- the USCS *Faculty Manual* (10/19/99)
- the Part-time Faculty Action Plan (1/7/98)
- the CHE Performance Indicators
- Diversity Advocate position description ( DSA 6/4/96)
- Reasonable Efforts Toward Identifying Qualified Minority Applicants for filling Vacant Positions (document)
- Equal Opportunity Recruitment and Hiring Guidelines (DSA 1.96)
- Faculty and Staff Summary of Benefits 1999 (Division of Human Resources Office)
- 2000-2001 USCS *Student Handbook*
- Pay Plan/Faculty Evaluation Categories (document FACEVA.define.eva 2/96)
- Faculty Review Form (document NEWFORM.FWC 12/96)
- Framework for USCS Faculty Evaluation
- Post Tenure Review Policy
- USCS Student Opinion Survey
- Unit Criteria for Promotion and Tenure
- Administrative Annual Review form and Peer Review form
- USCS Mission Statement (2000-2001 USCS *Catalog*)
- USCS Goals and Objectives
- *USC Policies and Procedures Manual* (USC home page, ACAF 1.03)
- USC Sponsored Programs and Research "Call for Proposals"

- Teaching and Productive Scholarship grant guidelines
- Boyer Scholarship web page
- Graduate Faculty Scholarly Agendas (on file in SOE division chair office)
- School of Education Response to SACS Recommendations on Graduate Review
- Graduate faculty vitae on file in the Office of Graduate Programs
- USC Columbia's Graduate Director's Handbook

Where necessary, the committee supplemented these documents by interviewing university officers responsible for gathering information and maintaining records about faculty affairs. The Self-Study Survey of Faculty and Staff and the SACS Self-Study Survey of Students were other sources of information. The committee also canvassed deans about faculty issues. Additionally, deans and directors submitted faculty policy and procedure documents developed by their schools, and these materials were reviewed.

***Selection of Faculty***

The selection process for faculty members is rigorous, thorough, and sensitive to diversity issues. When a vacancy exists, it is the duty of the appropriate dean, with input from the search committee, to identify candidates and assemble the necessary information for an appointment decision. All vacancies are advertised in accord with affirmative action regulations. Appointment procedures outlined in the *Faculty Manual* must be followed for all tenure track positions.

The search committee reviews letters of application, vitae, transcripts, three letters of recommendation, and it contacts references for all candidates for tenure track positions. The search committee makes every effort to ensure that each faculty member within the school or division has the opportunity to meet each candidate invited for an interview.

The University has a system of verifying the academic credentials of persons appointed to faculty positions beyond the current search procedures outlined in each School and the College of Arts and Sciences. For example, the search procedures require that each candidate submit official transcripts of graduate and undergraduate coursework, and that the chair of the search committee check all the credentials of the candidates to ascertain that the candidate is in good standing at his/her current institution. In addition, the Director of Human Resources and the Deans conduct audits of faculty personnel files on a periodic basis to verify credentials. If faculty members do not have the expected terminal degrees, written justifications are placed in their personnel files. The spoken English language proficiency of each instructor is evaluated in an oral presentation during the interview process. If students are unable to understand the written/spoken English of an instructor, they can initiate a grievance procedure as described in the USCS *Student Handbook.*

The University makes serious and effective efforts to establish criteria for faculty academic and professional preparations. Vitae are sent to the Executive Vice Chancellor for Academic Affairs when hiring is authorized, and the University maintains files which document the academic background of every faculty member. The files contain documentation of each instance where work experience, certification, or other qualifications substitute for, or supplement, formal academic preparation.

*Full-time Faculty*

For Fall Semester 2000, faculty members who hold the terminal degree teach more than 65 percent of credit hours in each undergraduate major. The institution justifies each instance in which the master's degree is the terminal degree for a particular discipline. The same criteria apply to faculty who teach in the distance education initiatives of these undergraduate programs.

USC SPARTANBURG FULL-TIME RANKED FACULTY BY HIGHEST DEGREE RECEIVED (FALL 2000)

| DEGREE | FACULTY RANK | | | | | | | | | | TOTAL | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Professor | | Associate Professor | | Assistant Professor | | Instructor | | Lecturer | | | |
| | N | % | N | % | N | % | N | % | N | % | N | % |
| Baccalaureate | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 2 | 5.9 | 0 | 0.0 | 2 | 1.2 |
| Masters | 1 | 1.7 | 18 | 36.7 | 8 | 25.0 | 29 | 85.3 | 0 | 0.0 | 56 | 32.5 |
| JD or LLB | 0 | 0.0 | 1 | 2.1 | 1 | 3.1 | 0 | 0.0 | 0 | 0.0 | 2 | 1.2 |
| Doctorate | 56 | 98.3 | 30 | 61.2 | 23 | 71.9 | 3 | 8.8 | 0 | 0.0 | 112 | 65.1 |
| **TOTAL** | 57 | 100.0 | 49 | 100.0 | 32 | 100.0 | 34 | 100.0 | 0 | 0.0 | 172 | 100.0 |

### *Graduate Faculty*

The University offers two programs of study leading to the master's degree, the Master of Education in Early Childhood Education and the Master of Education in Elementary Education. These degrees are not designed for initial teacher certification. No doctoral degree programs are offered on the USCS campus. Although USCS has a standing committee, the USCS Graduate Committee, whose responsibilities include oversight of the USCS graduate courses or programs, new graduate programs approved by the USCS Faculty Senate must go to the USC Graduate Council for action. **Suggestion 1:** *While USCS follows the Columbia policies for graduate programs and has the USCS Graduate Committee, the nature of the relationship between the USCS Graduate Committee and the USC Graduate Council should be clarified.*

Several faculty members have graduate faculty status; those currently teaching in the USCS graduate program are faculty members in the School of Education. Eight full-time faculty members with Graduate Faculty status in the USCS School of Education teach in Early Childhood Education. Nine full-time faculty members with Graduate Faculty status in the USCS School of Education teach in Elementary Education.

**Graduate Faculty Members Teaching in the USCS Graduate Program by Program**

| Early Childhood Ed. | Elementary Ed. |
|---|---|
| Brackett | Brackett |
| McPherson | McPherson |
| Stevens | Stevens |
| Randolph | Love |
| Izzard | Young |
| Washburn | Charles |
| Reed | Shelley |
| Pae | Pae |
| | Doby |

Faculty members who teach in the graduate programs at USCS must demonstrate competence in teaching and scholarship as part of the annual review and the promotion and tenure processes. This is reflected in published promotion and tenure guidelines as well as unit-derived criteria for determining effectiveness of faculty members. A "high level" of competence in these areas (along with service) drives faculty merit pay decisions.

Criteria for "graduate faculty status" are clearly described in the policy regarding Graduate Faculty Selection and Evaluation Criteria in the USCS *Faculty Manual*, pp. 8-1 and 8-2. As described, a member of the USCS Graduate Faculty must meet these criteria:

1. Hold the terminal degree in a field of study directly related to the specific program in which the candidate will teach; and
2. Demonstrate currency in an appropriate field of expertise through documented research and/or scholarly writing activity; or
3. Demonstrate currency in an appropriate field through documented activity in professional organizations.

According to the selection criteria outlined in the USCS policy on Graduate Faculty Selection and Evaluation, the academic and professional

qualifications for those who teach graduate courses are documented in personnel files located in the USCS Office of Human Resources and Office of Graduate Programs.

If a graduate faculty member does not hold the expected terminal degree, an "extraordinary contribution in teaching, service, or scholarship..." is required. In such cases, the documentation is on file in the USCS Office of Human Resources and the Office of Graduate Programs.

### *Graduate Assistants*

Currently, USC Columbia policies provide the guidelines for institution-wide graduate assistantship information. USCS has one graduate assistant with teaching responsibility in the undergraduate teacher preparation program. According to USC Columbia's *Graduate Policy Manual,* graduate teaching assistants who have primary responsibility for teaching a course for credit must have earned at least 18 graduate semester hours in their teaching discipline. No plans have been made to increase the number of graduate assistants who will teach courses at USCS. The administrator responsible for oversight of graduate assistants on the USCS campus is the Executive Vice Chancellor for Academic Affairs.

Currently, no graduate assistant speaks English as a second language. With a graduate assistant for whom English is a second language, USCS policies ensure fluency in English because students at USCS have a right to file a grievance (in accordance with provisions outlined on pp. 47-48 of the USCS *Student Handbook*, 2000-2001) when they feel they are unable to understand the spoken and/or written English of an instructor.

*Distance Learning Activities*

Faculty members who teach in USCS off campus initiatives (e.g., distance education courses) must meet the same criteria for academic preparation as those who teach on campus. As a rule, USCS full-time faculty members teach distance education courses. The table below illustrates the number of full-time faculty members involved in distance learning activities.

**Faculty Members Participating in Distance Learning Activities by Name, Rank, and Activity.**

| Name | Rank | Activity |
|---|---|---|
| Brackett, J. | Assoc. Professor | Web Course |
| Brown, J. | Professor | Web Course |
| Christensen, P. | Professor | Interactive Video, Web Course |
| Cogdell, C. | Assoc. Professor | Interactive Video, Web Course |
| Davis, A. | Assoc. Professor | Interactive Video, Web Course |
| Davis, B. | Assoc. Professor | Interactive Video, Web Course |
| Ferrell, J. | Professor | Interactive Video |
| Green, C. | Professor | Web Course |
| Lambert, D. | Professor | Interactive Video |
| McConnell, T | Asst. Professor | Web Course |
| McPherson, A. | Asst. Professor | Interactive Video |
| Peel, K. | Assoc. Professor | Interactive Video, Web Course |
| Randolph, L. | Professor | Interactive Video |
| Reese, J. | Assoc. Professor | Web Course |
| Rice, H. | Professor | Web Course |
| Sims, G. | Assoc. Professor | Interactive Video |
| Walton, C. | Assoc. Professor | Interactive Video, Web Course |

*Part-time Faculty*

Currently, USCS uses part-time faculty members to supplement the instructional efforts of the full-time faculty. Predominant among these groups are adjunct faculty members hired for instruction on the campus, though the University also appoints a number of adjuncts to supervise student teachers and to supervise in clinical healthcare settings. Full-time faculty members employed by USC Sumter and the Greer Campus of Greenville Technical College teach part-time for USCS in jointly

sponsored programs. Nine retired full-time faculty members have negotiated contracts to teach on a part-time basis. Use of part-time faculty has increased since the last self-study. The increase is caused by program growth and the lack of available full-time faculty.

| Part-time Faculty by Division/School, Fall 2000 | Number | FTE Students Taught | % of FTE Taught within School/Division |
|---|---|---|---|
| Fine Arts, Language & Literature | 31 | 198 | 33% |
| Math & Computer Science | 5 | 46 | 12% |
| Natural Sciences and Engineering | 11 | 26 | 8% |
| Social & Behavioral Sciences | 17 | 189 | 24% |
| Nursing | 10 | 34 | 15% |
| Business Administration & Economics | 2 | 39 | 12% |
| Education | 16 | 90 | 29% |
| **Total** | **92** | **623** | **21%*** |

Source: USC Mainframe

***Percentage of the total FTE students taught by part-time faculty members**

To protect the quality of instruction, USCS provides orientation, supervision, and evaluation for part-time faculty members. All part-time faculty members are invited to teaching enhancement workshops sponsored by the College of Arts and Sciences. These workshops occur throughout the academic year, and informal "conversations about teaching" are held at various times during the semesters to accommodate different teaching schedules. The policy on office hours for part-time faculty appears in the USCS *Faculty Manual*. Part-time faculty members are required to post their office hours on their office doors, and their schedules are kept in the administrative offices of their teaching units. In addition, all part-time faculty members have telephones and computers with internet access, including email, in their offices.

Each class taught by a part-time instructor is evaluated by students using the same forms employed by full-time faculty members in their academic unit. Since part-time instructors are hired on a course-by-course

basis, the hiring dean or chair evaluates past performance each time he or she considers using a part-time instructor for another course.

Every August, an orientation is held for part-time and new full-time faculty members. It includes presentations and discussions of the Metropolitan Mission of USCS, Library services, the institutional sexual harassment policy, use of the USCS computer network, and academic policies. A manual for part-time instructors is distributed. Deans and chairs may invite part-time faculty members to training sessions and meetings or provide other orientation or developmental experiences for them.

University policy is to limit part-time faculty instruction to no more than 20% of each academic unit. The *QRC Research Group on Part-time Faculty* reported in August 1997 that part-time rates were too high, and the Executive Vice Chancellor for Academic Affairs produced a *Part-time Faculty Action Plan* in December 1997. This plan was a response from the Executive Vice Chancellor for Academic Affairs to the report of a research group on part-time faculty created by the QRC. The plan advocated replacing part-time instructional positions with full-time instructors, with increasing the salaries of part-time teachers, and with providing additional benefits and services to part-time faculty members. The plan initially covered three academic years. While the University's use of part-time faculty continues to decline, it has not reached its goal of no more than 20% of teaching units being taught by part-time faculty members. **Recommendation 1:** *The conversion of part-time teaching positions to full-time faculty positions should be continued through the implementation of the Part-time Faculty Action Plan.*

Part-time faculty members teaching courses for credit meet the same requirements for professional, experiential, and scholarly preparation as their full-time faculty counterparts.

USCS policies concerning the employment of part-time faculty members are published in the USC *Policies and Procedures Manual.* The

general policies in the *Faculty Manual* apply to part-time faculty, and it contains information that specifically applies to them concerning faculty responsibilities and student access.

***Faculty Compensation***

Since the last self-study, the USCS administration has seen faculty compensation as a priority. The average salary for full-time faculty in the 1999-2000 academic year was $46,231. There is an established pay plan that is divided into two equal components: across-the-board or the annual salary adjustment, and a merit-driven pay supplement. The merit-driven funds are distributed to schools and divisions on a per capita basis for distribution to faculty who are evaluated as "more than satisfactory" or "outstanding." A "satisfactory" rating warrants only the annual salary adjustment. A person evaluated "less than satisfactory" receives half the annual salary adjustment or 25% of the raise he or she was eligible for. Those evaluated "more than satisfactory" are eligible for substantial consideration in merit pay; those rated "outstanding" are eligible for highest consideration in merit pay. Item eight on the Faculty Survey says "raises are computed consistently across campus." Most USCS faculty members do not agree with this statement.

Each year the South Carolina Legislature determines a percentage raise for all state employees, including USCS faculty and staff. Often, the money needed to fund these raises completely is not appropriated and USCS must find money for raises in its own budget. These raises are awarded by academic administrators based on a merit formula that takes into account faculty teaching, research, and service. How these factors are weighed and how money is distributed to those performing at different levels varies by unit.

In 1994, the QRC Committee established a salary equity task force to analyze the USCS faculty salary structure with an eye to internal inequities and to disparities between salaries here and those at comparable in-state and regional universities. The task force recommended a complex

formula for adjusting salaries that apportioned available moneys based on the gap between USCS salaries and selected CUPA benchmarks set by rank and academic area. The formula allocates more money to those areas where the discrepancies are greatest. When discrepancies are greater than usual, exceptional measures are sometimes taken. For example, a recent adjustment was made in the salaries of computer science faculty by the Executive Vice Chancellor for Academic Affairs and the Chancellor. Similarly, the Faculty Welfare Committee is sometimes asked to examine the faculty salary structure to identify individuals who statistically appear to be underpaid. These individual cases are then reviewed by academic administration, and adjustments are made as deemed appropriate.

The Chancellor is committed to making faculty salaries conform to CUPA benchmarks. He has initiated plans to move the institution toward that end.

**Faculty Responses to the Survey Question Eight**

**Q8 - RAISES ARE COMPUTED CONSISTENTLY ACROSS CAMPUS**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | STRONGLY DISAGREE | 34 | 17.5 | 17.5 | 17.5 |
| | DISAGREE | 69 | 35.6 | 35.6 | 53.1 |
| | NO OPINION | 52 | 26.8 | 26.8 | 79.9 |
| | AGREE | 32 | 16.5 | 16.5 | 96.4 |
| | STRONGLY AGREE | 7 | 3.6 | 3.6 | 100.0 |
| | Total | 194 | 100.0 | 100.0 | |

***Professional Development***

USCS provides faculty members the chance to continue their professional development throughout their careers. The many opportunities for faculty development include sabbaticals, the Teaching and Productive Scholarship Fund, a $200 travel allowance for each faculty member administered by the academic units, technology training provided through Information Services and Academic Affairs, opportunities for graduate study, the USC Faculty Exchange Program, and the Boyer Awards.

The Teaching and Productive Scholarship Fund awards $56,522 to faculty on the basis of recommendations from a standing faculty committee on Teaching Excellence for travel, research, and other developmental activities. A budget of about $30,000 annually funds about 5 sabbaticals for faculty members. Academic unit budgets include $200 for each faculty member to spend on travel, research, or development. Information Technology provides technology-related instruction on demand to faculty members, and the Chancellor created a $20,000 fund to pay for faculty workshops on technology; In addition, a faculty member is given release time to teach some courses and to set up others using the Chancellor's fund. The USC Faculty Exchange Program allows USCS faculty members to conduct research in the summer at other USC system campuses. Eligible faculty and staff may apply to take one course per academic term, at no charge, at a USC campus, on a space available basis. Academic Affairs maintains a $10,000 fund to pay for faculty graduate courses at institutions other than USC. The Boyer Awards provide a course release for 8 faculty members in the College of Arts and Sciences each year. In addition, faculty development seminars on such topics as Teaching Portfolio Development, Course-Embedded Assessment, and Critical Thinking have been offered on campus to all faculty members.

Faculty development activities are described in accreditation reports (AACSB, NCATE, NLN), program review documents, curricular

transformation initiatives for the College of Arts & Sciences, annual individual goals of faculty members, and Faculty Senate minutes. Documentation of faculty development is found in academic unit files and annual review files.

The general tone and policies of USCS make it clear that faculty members are to take the initiative in promoting their own growth as teachers, scholars and, especially in professional and occupational fields, practitioners. Faculty must submit proposals to be funded through most of the available sources. Faculty members decide how to use their travel money and must submit requests for travel. To receive support for scholarship, e.g., grants, release time, flextime, faculty members submit proposals to funding sources. Lists of faculty development opportunities and all the necessary forms are available on the USCS website.

***Academic Freedom***

The academic freedom of both faculty and students is clearly stated by the institution in many references to academic freedom in the *Faculty Manual* and the *Student Handbook*. According to the 1999 Faculty Survey, faculty members believe academic freedom is observed. The Faculty Welfare and Grievance Committee is charged with handling complaints concerning academic freedom. Like all standing committees, it makes annual reports to the faculty.

Several university publications and documents address policies treating the ethical and collegial behavior of faculty and students. The Faculty Welfare and Grievance Committee handles issues concerning professional ethics. Among the published documents is a code of ethics for peer review and promotion and tenure committees, a policy for the ethical treatment of research participants, a policy on consensual relations, a sexual harassment policy, and a policy protecting students from improper academic evaluation and disclosure. For its faculty, USCS provides contracts, letters of appointment, or similar documents clearly describing the terms and conditions of employment. The Office of the

Executive Vice Chancellor for Academic Affairs sends letters of appointment to both tenured and non-tenured faculty. The Executive Vice Chancellor reports that the appropriate letters and contracts are provided to faculty and that copies of these documents are maintained in the Academic Affairs Office.

Termination and non-renewal procedures at USCS contain adequate safeguards for the protection of academic freedom. According to policies set forth in the *Faculty Manual*, faculty may grieve denial of tenure or promotion, salary and compensation, non-reappointment of tenure-track faculty, and other matters on the grounds of denial of academic freedom. Tenured faculty may be terminated only for cause. Unresolved issues are referred to the Faculty Welfare and Grievance Committee and then the Promotion and Tenure Committee, if necessary.

***Faculty Manual***

The *Faculty Manual* is essential in informing the university community about the several formally defined roles of the faculty in the academic life of the institution. It further indicates that the administration's role is to support these educational, research and community service activities and to be accountable to the state for fiscal management, planning, and policy making. The introduction to Chapter 2 of the manual says faculty members are awarded legislative power " in all matters pertaining to the standards of admission, registration, requirements for the granting of degrees earned in course, the curricula, instruction, research, extracurricular activities, discipline of students, the educational policies and standards of the university, and all other matters pertaining to the conduct of faculty affairs, including the discipline of its own members," subject only to review by the Chancellor, the President of the University system, and the Board of Trustees.

### *The Role of the Faculty and Its Committees*

Primary responsibility for the quality of the educational program here at USCS resides with the faculty. Faculty members control the structure of degree programs, including general education and major requirements. The faculty also determines the selection of courses taught and their content. Teaching materials, methodologies used, assessment of student performance and curriculum are also within the faculty domain.

Curricular changes follow a process documented in the *USCS Faculty Manual,* which includes approval at several levels in the faculty structure: division level, college or school level, the Executive Academic Affairs Committee, the Faculty Senate, the Vice-chancellor for Academic Affairs and the Chancellor. The extent of participation and jurisdiction of the faculty is published in the *Faculty Manual.*

### *Faculty Loads*

According to the statewide standards, CHE Performance Indicators for USCS treating class size and student-teacher ratios, the number of credit hours taught by faculty, and the ratio of full-time faculty to other fulltime employees compare favorably with other institutions in the state. CHE Performance Indicators are available on the USCS web site. However, the response to Faculty Survey, item #10, which asks if there are "sufficient faculty to share responsibilities," demonstrates that the faculty believe state funding for USCS is inadequate and that the number of full-time faculty is too small to support the institution's stated purposes. The Part-time Faculty Action Plan, which recommends converting part-time teaching positions into full-time instructor slots, covered a three-year period and is about to end. **Proposal**: *Because of USCS's rapid growth in enrollment, the committee proposes that the administration should continue to implement the Part-time Faculty Action Plan to continue to ensure a faculty of adequate size.*

There may be two issues related to the procedures for the equitable and reasonable assignment of faculty responsibilities--including

classroom instruction, academic advising, committee membership, guidance of student organizations, and research and service to the public. One treats procedures for the equitable distribution of workload, and the other considers the execution of the procedures and the perception of equitable treatment.

Question 12: The distribution of faculty responsibilities is equitable.

| | Strongly disagree | Disagree | No opinion | Agree | Strongly agree |
|---|---|---|---|---|---|
| N = 171 | 24 | 50 | 51 | 41 | 5 |
| Percent | 43.3 | | 29.8 | 26.9 | |

**People who responded "does not apply" have been deleted from the total.**

There is disagreement with Item #12. A perception exists that procedures for the equitable and reasonable assignment of faculty workload do not work. The Faculty Manual provides general statements concerning the normal teaching assignment, service on standing committees, research activities, consulting activities, and service.

While the faculty perceives the distribution of faculty responsibilities as inequitable, according to the SACS Self-Study survey, faculty members do not seem to see their numbers of academic advisees as unreasonable.

Question 17: The number of academic advisees assigned to you is reasonable.

| | Strongly disagree | Disagree | No opinion | Agree | Strongly agree |
|---|---|---|---|---|---|
| N = 125 | 7 | 20 | 27 | 65 | 6 |
| percent | 21.6 | | 21.6 | 56.8 | |

**People who responded "does not apply" have been deleted from the total.**

There appears to be substantial *agreement* with this statement. While policies on the calculation of instructional loads at USCS exist, evaluators should consider workload issues at the time of annual review and strive to maintain or obtain an "equitable and reasonable assignment of faculty responsibilities."

**Suggestion:** *The Committee suggests that the University collect empirical documentation concerning faculty (including librarians) workload issues.* (See Appendix at the end of this chapter for a sample form.)

For each faculty member, data should be collected on:

- Number of preparations per academic year
- Number of sponsored independent studies and internships per year
- Number of students per section and per each academic year
- Number of advisees
- Number of *university level* committee assignments (standing committees and special committees or task forces)
- Number of *division/school level* committee assignments including sponsorship of student organizations
- Measure of research activity
- Measure of public service activity
- Secretarial help available (staff and/or work studies)
- Summary reports at the division level or school level may be appropriate.

***Criteria and Procedures for Evaluation of Faculty***

The USCS *Faculty Manual* provides for periodic evaluations of faculty members through administrative annual reviews and peer reviews. All faculty members are evaluated annually using written criteria based on the standards listed in both the university and the school or division tenure and promotion documents. University units use a variety of methods and practices incorporating peer, administrator, and student evaluations. Revisions to the section of the *Faculty Manual* that describes administrative and peer review were approved by the faculty in April of 1999. The revisions treat the timing of reviews for tenure track faculty members and remove instructors and lecturers from the peer review process. The revisions allow for a more reasonable time between reviews

and for instructors and lecturers to receive a peer review upon requesting it.

Currently, all faculty members are reviewed annually by their rating administrator in the spring of each year. For faculty members completing their first year of service, the review must be completed by March 1. For remaining faculty, the review must be completed by March 31.

USCS has an established peer review process. While new tenure-track faculty must be reviewed during their first and third years, non-tenure track faculty may request a peer review at any time, although it is not mandatory. The USCS faculty approved a Post Tenure Review Policy in 1998 which requires that all tenured faculty receive post tenure reviews at six year intervals.

***Criteria for Review***

The USCS *Faculty Manual* (section 5-1) under "Criteria for Review of Teaching Faculty" says:

"In all schools and divisions the basis for the administrative annual review and for faculty peer review are the promotion and tenure criteria of (1) teaching effectiveness, (2) university service, community service, or service to the profession, and (3) scholarship, creativity, or research. Teaching effectiveness is to receive the major emphasis in all schools and divisions. All faculty members are expected to reach and maintain a high level of teaching effectiveness. Individual differences and strengths in meeting other criteria are to be recognized and encouraged. Student opinion surveys are required documentation in all schools and divisions. Each faculty may develop additional methods of documentation."

The USCS *Faculty Manual* describes the tenure criteria for teaching and library faculty. Each academic unit also has written criteria and suggested ways to document performance. In addition, the

administrative annual review form and the peer review form reflect the criteria listed in the *Faculty Manual* for promotion and tenure and include the definitions of evaluation terms. The Post Tenure Review Policy describes what materials are to be submitted for the review. Revisions of the USCS *Faculty Manual* were approved in the April 24, 1999 General Faculty meeting and include revision of the terms used in the definition of the promotion and tenure criteria and revision of the criteria for promotion and tenure to reflect these new terms. The policies and procedures for promotion, for awarding tenure, for providing adequate notice on non-renewal of a probationary appointment are clearly set forth in the *Faculty Manual*. All the most recent policies regarding employment, as established by the governing board, are published and distributed to the faculty on the USCS website.

USCS uses the results of evaluation for improvement of the faculty and its educational program. The USCS *Faculty Manual* states that "the most important objective of the annual review process is to provide a basis for professional improvement and development." In addition, the Post Tenure Review Policy specifies that a remediation plan be developed for any faculty member who is not maintaining professional performance at rank. Faculty members establish goals for the academic year with their administrator-evaluator as a part of the annual review process.

***Recommendation, Suggestions, Proposal***

**Recommendation** : *The conversion of part-time teaching positions to full-time faculty positions should be continued through the implementation of the Part-time Faculty Action Plan.*

**Suggestion:** *While USCS follows the Columbia policies for graduate programs and has established the USCS Graduate Committee, the nature of the relationship between the USCS Graduate Committee and the USC Graduate Council should be clarified.*

**Suggestion:** *The Committee suggests that the University collect empirical documentation concerning faculty (including librarians) workload issues.*

**Proposal**: *Because of USCS's rapid growth in enrollment, the committee proposes that the administration should continue to implement the Part-time Faculty Action Plan to continue to ensure a faculty of adequate size.*

# APPENDIX I

## Faculty Workload Information

Name_____ date:_____

Please complete the table for the academic year 1999-2000.

| Teaching Effectiveness | | | | | |
|---|---|---|---|---|---|
| | Fall 1999 | | Spring 2000 | | 1999-2000 |
| Number of preparations | | List course numbers: | | List course numbers: | |
| | | 1 | | 1 | |
| | | 2 | | 2 | |
| | | 3 | | 3 | |
| | | 4 | | 4 | |

| | Fall 1999 | List course no. | Spring 2000 | List course no. |
|---|---|---|---|---|
| Number of sponsored independent studies or internships | | | | |
| | Course | No. of students | Course | No. of students |
| Number of students per section | 1 | | 1 | |
| | 2 | | 2 | |
| | 3 | | 3 | |
| | 4 | | 4 | |
| | 5 | | 5 | |
| | | Total | | Total |
| | | | | |
| Number of "off-campus" courses | | Location: | | Location: |
| | | | | |
| Number of advisees | | | | |
| | | | | |

| | | |
|---|---|---|
| Course Release information—number and reason (e.g. administrative, grant, etc.) | | |
| **University Service** | | |
| List university-level committees (include standing committees, ad hoc committees, task forces, Senate, etc.) | | |
| | | |
| List division/school level committees | | |
| **Community Service Activity** | | |
| List public service activities | | |
| **Service to the Profession** | | |

| | | | | |
|---|---|---|---|---|
| List service to the profession | | | | |
| Scholarship, creativity, or research | | | | |
| List scholarly activity | | | | |
| | | | | |
| Other information: | | | | |

# Criteria Audit: Faculty

**Criterion IV.8.01:** *An institution must provide evidence that it has employed faculty members qualified to accomplish its purpose.*

**Status: Met**

The University of South Carolina Spartanburg has a faculty well qualified to accomplish its mission. More than 65% of the University's full-time faculty members who teach in the baccalaureate and master's degree programs have terminal degrees, and full-time faculty members who teach in the associate degree program have master's degrees in their area of teaching. Of the 172 full-time instructional faculty members in fall 2000, 33% are Professors, 28% are Associate Professors, 19% are Assistant Professors, and 20% are instructors. Approximately 42% are tenured. Approximately 57% are female. Approximately 87% are white, 9% are African American, 2% are Hispanic, 2% are Asian, and less than 1% are classified as Native American.

**Documentation:** USCS Factbook Fall 2000, USCS Web Site, Office of Institutional Research Commission on Higher Education Performance Funding document (Section II)

**Criterion IV.8.01.01**: *An institution must show that it has an orderly process for recruiting and appointing its faculty.*

**Status: Met**

The University has an orderly process for recruiting and appointing faculty. When a vacancy exists, it is the duty of the appropriate dean to identify candidates (with input from the faculty search committee) and to assemble the necessary information for an appointment decision. All vacancies are advertised in accord with affirmative action regulations. Appointment procedures outlined in the Faculty Manual are followed.

**Documentation:** Faculty Manual (Section 4) USCS Web Site, USC Policies and Procedures Manual, A Diversity Advocate (whose role is

defined is document DSA 6/4/96), Reasonable Efforts Toward Identifying Qualified Minority Applicants For Filling Vacant Positions document, Equal Opportunity Recruitment and Hiring Guidelines (document DSA 1.96), Faculty and Staff Summary of Benefits 1999 packet found in the Division of Human Resources Office.

**Criterion IV.8.01.02:** *Recruitment and appointment procedures must be described in the faculty handbook or other published documents.*

**Status: Met**

The Faculty Manual describes faculty appointment and selection procedures.

**Documentation:** Faculty Manual (Section 4) USCS Web Site, A Diversity Advocate (whose role is defined is document DSA 6/4/96), Reasonable Efforts Toward identifying Qualified Minority Applicants For Filling Vacant Positions document, Equal Opportunity Recruitment and Hiring Guidelines (document DSA 1.96), Faculty and Staff Summary of Benefits 1999 packet found in the Division of Human Resources Office.

**Criterion IV.8.01.03:** *It is expected that an institution will employ faculty members whose highest earned degree presented as the credential qualifying the faculty member to teach at the institution is from a regionally accredited institution.*

**Status: Met**

Faculty members employed by the University with credentials from United States institutions have degrees from regionally accredited institutions. Faculty members' transcript credentials are found in the Human Resources Office. A list of faculty members by name, rank, terminal degree, and institution granting the terminal degree is available in the SACS Library.

**Documentation:** Human Resources Office (Personnel Files)

**Criterion IV.8.01.04:** *If an institution employs a faculty member whose highest earned degree is from a non-regionally accredited institution within the United States, the institution must show evidence that the faculty member has appropriate academic preparation.*

**Status: Met**

Faculty employed by the University with credentials from United States institutions have degrees from regionally accredited institutions. Faculty members' credentials are found in the Human Resources Office.

**Documentation:** Human Resources Office (Personnel Files)

**Criterion IV.8.01.05:** *Institutions must ensure that each faculty member employed is proficient in oral and written communication in the language in which assigned courses will be taught.*

**Status: Met**

The search committee reviews letters of application, vitae, transcripts, three letters of recommendation, and contact references for all candidates for tenure track positions. The search committee makes every effort to insure that each faculty member within the school or division has the opportunity to meet each candidate invited for an interview. An oral presentation is a normal part of the interview process. Students who feel that they are unable to understand the spoken and/or written English of an instructor can initiate a grievance procedure as described in the Student Handbook.

**Documentation:** Faculty Manual (Section 4), 2000-2001 Student Handbook

**Criterion IV.8.02.01:** *Both full-time and part-time faculty must meet the following criteria for academic and professional preparation.*

**Status: Met**

Both full-time and part-time faculty members meet the criteria for academic and professional preparation as outlined in the sections

identified as Associate Degree Program, Baccalaureate Degree Programs, Graduate Degree Programs, and Distance Learning Activities. The Human Resources Office maintains official documents supporting the credentials of all University faculty. The Executive Vice Chancellor for Academic Affairs, the Academic Deans, and the Director of Human Resources periodically audit personnel files to assess compliance with the credential criteria.

**Documentation:** Human Resources Office (Personnel Files) and those in the Executive Vice Chancellor for Academic Affairs Office and in the Academic Deans' Offices

**Criterion IV.8.02.1.01:** *In an associate degree program, full-time and part time faculty members teaching credit courses in the following areas: [see Section 4.8.2.1].*

**Status: Not applicable**

The University does not offer associate degree programs in the humanities/fine arts; social/behavioral sciences; or natural sciences/mathematics.

**Documentation:** USCS Catalog (Degree Programs)

**Criterion IV.8.02.1.02:** *Such cases must be justified by the institution on an individual basis.*

**Status: Not Applicable**

**Criterion IV.8.02.1.03:** *The institution must document and justify the academic and professional preparation of faculty members teaching in such courses or programs.*

**Status: Not applicable**

**Criterion IV.8.02.1.04**: *Each full-time and part-time faculty member teaching courses in professional, occupational and technical areas other than physical activities courses [see 4.8.2.1].*

**Status: Met**

The University offers only one associate degree program, the Associate of Science in Technical Nursing Degree, which is designed for college transfer or from which substantial numbers of students transfer into baccalaureate programs either at the University or elsewhere. All full-time faculty members meet the criteria for teaching in associate degree programs; a master's degree with a major in the teaching field. All hold the master's degree in nursing and two hold additional credentials, the nurse practitioner degree or certification, and all have significant clinical experience in the field of nursing.

A list of faculty members with name, rank, degree, and division is available in the SACS Library.

**Documentation:** Human Resources Office (Personnel Files) and those in the Executive Vice Chancellor for Academic Affairs Office and in the Academic Deans' Offices

**Criterion IV.8.02.1.05:** *Each full-time and part-time faculty member teaching credit courses in professional, occupational and technical areas that are components of associate degree programs not usually resulting in college transfer [see 4.8.2.1].*

**Status: Not Applicable**

**Criterion IV.8.02.1.06:** *The minimum academic degree for faculty teaching in professional, occupational and technical areas must be at the same level at which the faculty member is teaching.*

**Status: Not applicable**

**Criterion IV.8.02.1.07:** *Such cases must be justified by the institution on an individual basis.*

**Status: Not applicable**

**Criterion IV.8.02.1.08:** *It is the responsibility of the institution to keep on file for all full-time and part-time faculty members documentation of academic preparation [see 4.8.2.1].*

**Status: Met**

The Human Resources Office keeps the official personnel files of all employees. Faculty member's personnel files contain documentation of academic preparation (academic transcripts) and, if appropriate for demonstrating competency, official documentation of professional and work experience. The Office of the Executive Vice Chancellor for Academic Affairs is responsible for maintaining the University's official records of faculty annual reviews, peer reviews, promotion and tenure reviews, and post- tenure reviews which address teaching, service, and scholarly activities. The School of Nursing Dean's Office maintains records of faculty vitae and faculty development activities.

**Documentation:** Human Resources Office (Personnel Files) and those in the Executive Vice Chancellor for Academic Affairs Office and in the School of Nursing Deans' Office

**Criterion IV.8.02.1.09:** *In all cases, faculty members must have special competence in the fields in which they teach.*

**Status: Not applicable**

**Criterion IV.8.02.I.10:** *It is the responsibility of the institution to keep on file documentation of work experience, certifications and other qualifications if these are to substitute for or supplement formal academic preparation.*

**Status: Not applicable**

**Criterion IV.8.02.1.11:** *Faculty members who teach basic computation and communication skills in non-degree occupational programs must have a baccalaureate degree [see section 4.8.2.1].*

**Status: Not Applicable**

**Criterion IV.8.02.1.12:** *Faculty members who teach adult basic education courses below the collegiate level must have a baccalaureate degree, and also should have attributes or experiences which help them relate to the particular needs of the adults they teach.*

**Status: Not applicable**

**Criterion IV.8.02.1.13:** *Faculty members who teach in remedial programs must hold a baccalaureate degree in a discipline related to their teaching assignment [see 4.8.2.1].*

**Status: Not applicable**

**Criterion IV.8.02.2.01:** *Each full-time and part-time faculty member teaching credit courses leading toward the baccalaureate degree, other than physical education activities courses, must have completed at least 18 graduate semester hours {see 4.8.2.2}.*

**Status: Met**

The majority of full-time and part-time faculty teaching the credit courses leading to the baccalaureate degree level other than physical education activities have completed at least 18 graduate semester hours in the discipline and hold at least a master's degree or hold the minimum of a master's degree with a major in the teaching discipline. Sixty-five percent of faculty hold doctoral degrees. A list of faculty members by name, rank, degree/credentials, and division is on file in the SACS Library.

**Documentation:** Human Resources Office (Personnel Files) and those in the Executive Vice Chancellor for Academic Affairs Office and in the Academic Deans' Offices

**Criterion IV.8.02.2.02:** *Such cases must be justified by the institution on an individual basis.*

**Status: Met**

In exceptional cases, outstanding professional experience and demonstrated contributions to the teaching discipline have been accepted instead of formal academic preparation. These cases have been justified by the University on an individual basis and written justification is on file in the individual's personnel file.

**Documentation:** Human Resources Office (Personnel Files)

**Criterion IV.8.02.2.03***: The institution must document and justify the academic and professional preparation of faculty members teaching in such courses or programs.*

**Status: Met**

Faculty members teaching course that meet the Interdisciplinary Studies Program (IDS) requirements are the same faculty who teach in the traditional academic programs; therefore they meet the academic and professional preparation required of all faculty.

**Documentation:** Human Resources Office (Personnel Files)

**Criterion IV.8.02.2.04***: It is the responsibility of the institution to keep on file for all full-time and part-time faculty members documentation of academic preparation, [see 4.8.2.2].*

**Status: Met**

The Human Resources Office keeps the official personnel files of all employees. Faculty members' personnel files contain documentation of academic preparation (academic transcripts) and, if appropriate for

demonstrating competency, official documentation of professional and work experience. The Office of the Executive Vice Chancellor for Academic Affairs is responsible for maintaining the University's official records of faculty annual reviews, peer reviews, promotion and tenure reviews, and post- tenure reviews which address teaching, service, and scholarly activities. The Academic Deans' Offices maintain records of faculty vitae and faculty development activities. During the 1999-2000 year the Executive Vice Chancellor for Academic Affairs, the Academic Deans, and the Director of Human Resources conducted an audit of faculty credentials. At that time, the audit revealed that official copies of transcripts were not on file for a few faculty members. In some cases, the faculty member completed the doctorate while teaching at the University and did not submit an official copy of their transcript doctoral work. Faculty members whose official transcripts were missing were notified of the need to submit official transcripts. A list of faculty members by name, rank, degree, and division is on file in the SACS Library.

**Documentation:** Human Resources Office (Personnel Files) and those in the Executive Vice Chancellor for Academic Affairs Office and in the Academic Deans' Offices

**Criterion IV.8.02.2.05:** *At least 25 percent of the discipline course hours in each undergraduate major must be taught by faculty members holding the terminal degree, usually the earned doctorate, in that discipline.*

**Status: Met**

At least 25% of the discipline course hours in each academic major are taught by faculty members holding the appropriate terminal degree. A list of majors and the percentage of semester credit hours taught by faculty holding the terminal degree is on file in the SACS Library.

**Documentation:** Institutional Research Office

**Criterion IV.8.02.2.06:** *However, it is the responsibility of the institution to justify the master's degree, or master's in the teaching discipline coupled with a related doctorate, as the terminal degree for faculty members teaching in these disciplines.*

**Status: Met**

The University considers the master's degree to be the terminal degree for some faculty in the performing arts and the library.

**Documentation:** Faculty Credentials files

**Criterion IV.8.02.2.07:** *The above requirement also applies to each major offered through distance learning, including those offered at branches or other*

**Status: Met**

Those teaching distance learning courses are appropriately qualified full-time or part-time USCS faculty members. Therefore, faculty who teach courses through distance learning modes meet all criteria related to faculty. A list of faculty members who are teaching distance learning courses is on file in the SACS Library

**Documentation:** Human Resources Office (Personnel Files) and those in the Executive Vice Chancellor for Academic Affairs Office and in the Academic Deans' Offices

**Criterion IV.8.02.2.08:** *Faculty members who teach in remedial programs must hold a baccalaureate degree in a discipline related to their teaching assignment [see 4.8.2.2].*

**Status: Not applicable**

**Criterion IV.8.02.3.01***: Institutions offering either master's or specialist degrees must demonstrate a high level of faculty competence in teaching and scholarship.*

**Status: Met**

The USCS Faculty Manual says that graduate faculty members must "demonstrate currency in an appropriate field of expertise through documented research and/or scholarly writing activity; or demonstrate currency in an appropriate field of expertise through documented activity in professional organizations . . . ." Their annual reviews require that they demonstrate a high level of competence in teaching and research. All graduate faculty members are now in the School of Education. The Graduate Handbook for that School says graduate faculty must "demonstrate ongoing professional growth through research documented in scholarly publications and/or scholarly presentations. . . Full-time graduate faculty are evaluated on the basis of the annual review process. In order to continue teaching at the graduate level, full-time faculty must meet the satisfactory level on this review. Adjunct faculty, reviewed by the Director of Graduate Programs, must receive favorable ratings on student opinion polls and remain current in their fields"

**Documentation:** Faculty Manual (Section on Graduate Faculty, Graduate Handbook (School of Education).

**Criterion IV.8.02.3.02:** *Institutions offering doctoral degrees must demonstrate the research capability of faculty members teaching in these programs.*

**Status: Not Applicable**

**Criterion IV.8.02.3.03:** *Eligibility requirements for faculty members teaching graduate courses must be clearly defined and publicized.*

**Status: Met**

Criteria for "graduate faculty status" are clearly described in the policy regarding Graduate Faculty Selection and Evaluation Criteria in the USCS Faculty Manual. As described, a Member of the USCS Graduate Faculty must meet these criteria:

1. hold the terminal degree in a field of study directly related to the specific program in which the candidate will teach; and
2. demonstrate currency in an appropriate field of expertise through documented research and/or scholarly writing activity; or
3. demonstrate currency in an appropriate field through documented activity in professional organizations...

**Documentation:** USCS Faculty Manual (Section 8), Response to SACS Recommendations

**Criterion IV.8.02.3.04:** *All institutions must have adequate resources to attract and retain a qualified faculty, especially in the disciplines in which doctoral programs are offered*

**Status: Met**

USCS does not offer doctoral degrees. The university offers base salary and benefits sufficient to attract and retain faculty.

**Criterion IV.8.02.3.05***: Faculty members responsible for the direction of doctoral research must be experienced in directing independent study.*

**Status: Not Applicable**

**Criterion IV.8.02.3.06:** *Each faculty member teaching courses at the master's and specialist degree level must hold the terminal degree, usually the earned doctorate, in the teaching discipline or a related discipline*

**Status: Met**

Criteria for "graduate faculty status" are clearly described in the policy regarding Graduate Faculty Selection and Evaluation Criteria in the USCS Faculty Manual. As described, a Member of the USCS Graduate Faculty must meet the stated criteria. A list of faculty members teaching in the graduate program is on file in the SACS Library. The list contains the faculty member's name, rank, degree, and courses taught.

**Documentation:** Human Resources Office (Personnel Files), Graduate Faculty Selection and Evaluation Criteria, USCS Faculty Manual (Section 8), Graduate faculty vitae on file in the Office of the Chair, Division of Graduate Programs

**Criterion IV.8.02.3.07:** *It is the responsibility of the institution to justify the master's degree, or master's in the teaching discipline coupled with a related doctorate, as the terminal degree for faculty members teaching in those disciplines.*

**Status: Met**

In cases where a graduate faculty member who does not hold the terminal degree is employed an "extraordinary contribution in teaching, service, or scholarship..." is required and documented in the person's file.

**Documentation:** Graduate faculty vitae on file in the Office of the Chair, Division of Graduate Programs; Graduate Faculty Selection and Evaluation Criteria, USCS Faculty Manual (Section 8)

**Criterion IV.8.02.3.08:** *All faculty members teaching courses at the doctoral degree level must hold the earned doctorate in the teaching discipline or a related discipline.*

**Status: Not Applicable**

**Criterion IV.8.02.3.09:** *When an institution presents evidence of competence or academic credentials other than the doctorate in the discipline for its graduate faculty, it must justify the employment of such faculty.*

**Status: Met**

Criteria for "graduate teaching status" are clearly described in the Faculty Manual. In cases where a graduate faculty member who does not hold the terminal degree is employed an "extraordinary contribution in teaching, service, or scholarship ..." is required and documented.

**Documentation:** Office of Graduate Programs: Vitae and Letters of recommendation, Academic Transcripts

**Criterion IV.8.02.3.10:** *The institution must document and justify the academic and professional preparation of faculty members teaching in such courses or programs.*

**Status: Not applicable**

**Criterion IV.8.02.3.11:** *It is the responsibility of the institution to keep on file, for all full-time and part-time faculty members teaching graduate courses, documentation of academic preparation [see 8.2.3].*

**Status: Met**

In accordance with selection criteria outlined in the USCS policy on Graduate Faculty Selection and Evaluation, the academic and professional qualifications for those who teach graduate courses are documented in personnel files located in the USCS Office of Human Resources and Office of Graduate Programs.

**Documentation:** Human Resources Office (Personnel Files), Office of the Chair, Division of Graduate Programs

**Criterion IV.8.02.3.12:** *For each graduate degree program, an institution must employ at least four qualified full-time faculty members whose responsibilities include teaching in the program.*

**Status: Met**

There are eight full-time faculty members with Graduate Faculty status in the USCS School of Education who teach in the graduate program in Early Childhood Education, and nine who teach in the graduate program in Elementary Education.

**Documentation:** Roster of Graduate Faculty, List of graduate faculty members (by program)

While USCS has a standing committee, the USCS Graduate Committee, whose responsibilities include oversight of the USCS graduate courses or programs, new graduate programs approved by the USCS Faculty Senate must go to the USC-Columbia Graduate Council for action.

**Suggestion**: *While USCS follows the Columbia policies for graduate programs and has the USCS Graduate Committee, the nature of the relationship between the USCS Graduate Committee and the USC Graduate Council should be clarified.*

**Criterion IV.8.02.4.01***: Institutions offering courses for credit through distance learning activities and programs must meet all criteria related to faculty.*

**Status: Met**

For the most part, the faculty members involved in distance learning courses teach on campus as well or are appropriately qualified part-time faculty members. Academic unit self-studies include information about the credentials of faculty who teach courses through distance learning methodologies, and the Office of the Executive Vice Chancellor for Academic Affairs and the Office of Human Resources are responsible for keeping official credentials on file. Faculty members who teach courses through distance learning modes meet all criteria related to faculty. A list of faculty members who are teaching distance learning courses is on file in the SACS Library.

**Documentation:** Human Resources Office (Personnel Files), Office of the Executive Vice Chancellor for Academic Affairs, Academic Unit Self-studies

**Criterion IV.8.02.4.02***: [See 4.8.2.4] institutions offering distance learning programs must provide students with structured access to and interaction with full-time faculty members.*

**Status: Met**

All distance learning students are provided with structured access to and interaction with full-time faculty members through faculty-out-of-class interaction, office hours, E-mail access, voice-mail access as noted in course syllabi. In addition, faculty are involved in a variety of activities that bring about direct contact with students (i.e., require students to come to campus for course activities; visit distant sites; and arrange for on-line live discussion groups).

**Documentation:** Faculty Manual, Academic Unit Course Syllabi.

**Criterion IV.8.03.01:** *The number of full-time faculty members must be adequate to provide effective teaching, advising and scholarly or creative activity, and be appropriate to participate in curriculum development, policy making, institutional planning and governance.*

**Status: Met**

As of the fall 2000 semester, the University employs 172 full-time faculty members. All academic units have full-time faculty adequate to provide effective teaching and advising. In addition, faculty members participate in curriculum development, policy making, institutional planning, and governance. While the University's mission emphasizes teaching, scholarly activities and service are required; faculty actively participate in these activities. The annual review process evaluates teaching, scholarly activity and service. USCS employs part-time faculty members to supplement its educational programs and has a policy to review and limit the number of part-time faculty members.

**Documentation:** Institutional Research Office, Part-time Faculty Action Plan

**Criterion IV.8.03.02:** *The employment of part-time faculty members can provide expertise to enhance the educational effectiveness of an institution but the number of part-time faculty members must be properly limited.*

**Status: Not Met**

The University employs part-time faculty members to supplement its educational programs and has a policy statement that properly reviews and limits the number of part-time faculty. University policy is to limit part-time faculty instruction to no more than 20% of teaching units. The QRC Research Group on Part-time Faculty reported in August 1997 that part-time rates were too high, and the Vice Chancellor for Academic Affairs produced a Part-time Faculty Action Plan in December 1997 that included converting part-time faculty units to three full-time instructors each for 1998-99 and 1999-2000, with a reevaluation for subsequent years. Overall University rates continue to decline but are still above 20%.

**Recommendation:** *The conversion of part-time teaching positions to full-time faculty positions should continue through the implementation of the Part-time Faculty Action Plan.*

**Documentation:** Appendix C of the Faculty Manual, Report and Recommendations (26 August 1997) from the QRC Research Group on Part-time Faculty, Part-time Faculty Use by Academic Units and Programs (15 October 1997), Part-time faculty Usage Report, Fall 1998 (4 March 1999), Part-time Faculty Action Plan (8 December 1997), Part-time Faculty Report, Fall 1999, Annual Reports (Part-time Faculty Action Plan)

**Criterion IV.8.03.03:** *Part-time faculty members teaching courses for credit must meet the same requirements for professional, experiential and scholarly preparation as their full-time counterparts teaching in the same disciplines.*

**Status: Met**

Part-time faculty members teaching courses for credit meet the same requirements for professional, experiential, and scholarly preparation as their full-time counterparts teaching in the same disciplines. Unlike full-time faculty appointments, prospective part-time faculty members are not subject to the search committee review process but are recommended by the division chair and/or dean to the Executive Vice Chancellor for

Academic Affairs. It is the responsibility of the administrator of the academic unit offering the course to ensure that the part-time faculty member is qualified. Part-time faculty are hired according to written policies and procedures published in the USC Policies and Procedures Manual. Part-time faculty credentials are included in the audit of faculty credentials for each division.

**Documentation:** Human Resources Office (Personnel Files), USC Policies and Procedures Manual

**Criterion IV.8.03.04:** *Each institution must establish and publish comprehensive policies concerning the employment of part-time faculty members.*

**Status: Met**

The USCS Faculty Manual contains information that specifically applies to part-time faculty. In addition, the general policies in the Faculty Manual apply to all faculty members, including those who teach part-time.

**Documentation:** USCS Faculty Manual

**Criterion IV.8.03.05:** *It must also provide for appropriate orientation, supervision and evaluation of all part-time faculty members.*

**Status: Met**

USCS provides orientation programs for all new faculty members, including part-time faculty members. In addition, division chairs and/or deans hold orientation sessions that are specific to the academic units. All part-time faculty members are invited to teaching enhancement workshops sponsored by the College of Arts and Sciences. These workshops occur throughout the academic year, and informal "conversations about teaching" occur in both the morning and evening hours during the semesters to accommodate teaching schedules. Part-time faculty members receive the same supervision by their unit administrator as do full-time faculty members.

Policies and procedures require that part-time faculty are evaluated by students in their courses using the same procedures that are used for evaluation of full-time faculty, and academic unit administrators evaluate part-time faculty when deciding whether to re-hire them for another term.

The USC legal office has discouraged USCS from developing a separate manual for part-time faculty because it thinks the provisions of the USCS Faculty Manual approved by the USC Board of Trustees should apply uniformly to all who teach at USCS. Since the USCS Faculty Manual is maintained on the web, computer access is made available to all part-time teachers. In addition, a packet containing the following information has been prepared for part-time instructors: a Catalog, Student Handbook, Campus Telephone Directory, a detailed academic calendar, an academic policies handout, a handout on student rights and responsibilities, a library handout, a current schedule, and a handout treating instructional technology.

**Documentation:** USCS Faculty Manual, Office of the Executive Vice Chancellor for Academic Affairs (Part-time Faculty Orientation Packet)

**Criterion IV.8.03.06:** *Procedures to ensure student access to part-time faculty members must be clearly stated and publicized.*

**Status: Met**

University policies require faculty (including part-time faculty) to post their office hours outside their office door and submit their schedule to the academic unit administrative office. In addition, all part-time faculty members have telephones, computers, and e-mail addresses. Part-time faculty members often hold office hours immediately before or after class times to facilitate student appointments. Students may contact the academic unit office for assistance in contacting part-time faculty members.

**Documentation**: USCS Faculty Manual

**Criterion IV.8.04.01:** *An institution must avoid heavy dependence on graduate teaching assistants to conduct classroom instruction.*

**Status: Met**

Currently, USCS employs only one graduate assistant with teaching responsibility in the undergraduate teacher preparation program. There are no plans to increase dramatically the number of graduate assistants who will teach courses at USCS.

**Documentation:** Office of the Chair, Division of Graduate Programs
Roster of Teaching Schedule

**Criterion IV.8.04.02:** *Each institution employing graduate teaching assistants must provide a published set of guidelines for institution-wide graduate assistantship administration, [see 4.8.4].*

**Status: Met**

Currently, USC-Columbia's policies provide the guidelines for institution-wide graduate assistantship administration.

**Documentation:** USC-Columbia Graduate Policy Manual
Office of the Chair, Division of Graduate Programs

**Criterion IV.8.04.03:** *Graduate teaching assistants who have primary responsibility for teaching a course for credit . . . must have earned at least 18 graduate semester hours in their teaching discipline [see 4.8.4].*

**Status: Met**

In Accordance with provisions described in the USC-Columbia Graduate Policy Manual, graduate teaching assistants who have primary responsibility for teaching a course for credit...must have earned at least 18 graduate semester hours in their teaching discipline.

**Documentation:** Office of the Chair, Division of Graduate Programs (files), USC-Columbia Graduate Policy Manual

**Criterion IV.8.04.04:** *Institutions may appoint graduate teaching assistants for whom English is a second language only when a test of spoken English . . . indicates that the appointment is appropriate.*

**Status: Met**

Currently, there are no graduate assistants for whom English is a second language. In the event of hiring a graduate assistant for whom English is a second language, USCS policies are in place to assure fluency in English. Students at USCS have a right to file a grievance (in accordance with provisions outlined in the USCS Student Handbook when they feel they are unable to understand the spoken and/or written English of an instructor.

**Documentation:** USCS Student Handbook, 2000-2001

**Criterion IV.8.4.05***: Institutions employing graduate assistants must provide a structure for administrative oversight at a level above that of the individual academic units to ensure conformity with institutional policies and procedures.*

**Status: Met**

The administrative responsibility for such oversight is Executive Vice Chancellor for Academic Affairs.

**Documentation:** Interviews with Executive Vice Chancellor for Academic Affairs and Chair of the Division of Graduate Programs

**Criterion IV.8.05.01:** *Salary increases must be based on clearly stated criteria.*

**Status: Met**

Salary increases are based on stated criteria. The money available for the pay plan is divided into two equal components: 50% across-the-board (to be referred to as an annual salary adjustment) and 50% merit-driven. The merit-driven funds will be distributed to schools and divisions on a per capita basis for distribution to faculty who are evaluated as "more

than satisfactory" or "outstanding." A "satisfactory" rating warrants the annual salary adjustment of 50%. One who is evaluated as "less than satisfactory" receives one-half of the annual salary adjustment or 25% of the total salary plan. Those evaluated "more than satisfactory" are eligible for substantial consideration in merit pay; those rated "outstanding" are eligible for highest consideration in merit pay.

In addition to the annual salary increases, the University implements the Salary Equity Plan when monies are available. Salary equity funds are internally reallocated dollars that are distributed based upon published criteria.

**Documentation:** Pay Plan/Faculty Evaluation Categories (document FACEVA.define.eva 12/96), Faculty Review Form (document NEWFORM.FWC 12/96), Framework for USCS Faculty Evaluation, Salary Equity Plan

**Criterion IV.8.06.01:** *Faculty and students must be free to examine all pertinent data, question assumptions, be guided by the evidence of scholarly research, and teach and study the substance of a given discipline.*

**Status: Met**

The academic freedom of both faculty and students, in all areas of academic endeavor, is clearly stated by the institution as evidenced by the numerous references to academic freedom in the Faculty Manual and the Student Handbook.

According to the 1999 Faculty Survey, faculty believe that academic freedom is observed (question Q16, mean of 3.88 with a maximum rating of 5.00)

The Faculty Welfare and Grievance Committee, a standing faculty committee, is charged with handling complaints concerning academic freedom. As is true of all standing committees, these committees make annual reports to the faculty. The Associate Chancellor for Student

Affairs reports that, to his knowledge, the policies in the Student handbook are being followed.

**Documentation:** 1999 Faculty Survey, Faculty Manual, Student Handbook

**Criterion IV.8.06.02:** *An institution must adopt and distribute to all faculty members a statement of the principles of academic freedom as established by the governing board, ensuring freedom in teaching, research and publication.*

**Status: Met**

The policy concerning academic freedom is published in the Faculty Manual.

**Documentation:** Faculty Manual

**Criterion IV.8.06.03:** *Institutional policies must set forth the requirement for faculty members to carry out their duties in a professional, ethical and collegial manner that enhances the purpose of the institution.*

**Status: Met**

Several university publications and documents address policies concerning the ethical and collegial behavior of faculty and students, and the Faculty Welfare Committee handles issues concerning professional ethics. Among the published documents are a code of ethics for peer review and promotion and tenure committees, a policy for the ethical treatment of research participants, a policy on consensual relations, a sexual harassment policy, and a policy protecting students from improper academic evaluation and disclosure.

**Documentation:** Faculty Manual, Student Handbook

**Criterion IV.8.06.04:** *Although tenure policy is not mandated, each institution must provide contracts, letters of appointment, or similar*

*documents to faculty members clearly describing the terms and conditions of their employment.*

**Status: Met**

The Executive Vice Chancellor for Academic Affairs affirmed that letters of appointment are sent to both tenured and non-tenured faculty. The Executive Vice Chancellor further reported that the appropriate letters and contracts are provided to faculty and that copies of these documents are maintained in the Academic Affairs Office.

**Documentation:** Human Resources Office (Personnel File), Executive Vice Chancellor for Academic Affairs Office

**Criterion IV.8.06.05***: All policies regarding employment, as established by the governing board, must be published and distributed to the faculty.*

**Status: Met**

Employment policies are available through the USCS Web Site, the Faculty Manual, and the USC-Columbia Policies and Procedures Manual.

**Documentation:** Faculty Manual , USCS Web Site, USC-Columbia Policies and Procedures Manual

**Criterion IV.8.06.06***: If the institution uses faculty ranks and tenure, the policies and procedures for promotion, for awarding tenure, for providing adequate notice on non-renewal of a probationary appointment [see 4.8.6].*

**Status: Met**

The Faculty Manual sets forth the policies and procedures for promotion, tenure, non-renewal notice, and termination of appointments.

**Documentation:** Faculty Manual (Section 6)

**Criterion IV.8.06.07:** *Termination and non-renewal procedures must contain adequate safeguards for protection of academic freedom.*

**Status: Met**

According to policies set forth in the Faculty Manual, faculty may grieve denial of tenure or promotion, salary and compensation, non-reappointment of tenure-track faculty, and other matters on the grounds of denial of academic freedom. Tenured faculty may be terminated only for cause. Unresolved issues are referred to the Faculty Grievance Committee and then the Promotion and Tenure Committee, if necessary.

**Documentation:** Faculty Manual (Section 7)

**Criterion IV.8.07.01:** *An institution must provide faculty members the opportunity to continue their professional development throughout their careers and must demonstrate that such development occurs.*

**Status: Met**

There are many opportunities for faculty development including, but not limited to, Carolina Venture Fund (USC), Research and Productive Scholarship Fund (USC), Carolina Piedmont Foundation grants, Teaching and Productive Scholarship grants, programs and workshops (e.g., University Day programs, critical thinking workshop, distance education workshops), release time, and Sabbatical leave. A list of faculty development opportunities and all the necessary application forms are found on the USCS Web Site.

Documentation of faculty development activities include, but are not limited to, Accreditaion Reports (AACSB, NCATE, NLN), program review documents, curricular transformation initiatives for the College of Arts & Sciences, Faculty Senate minutes, academic unit files, and annual review files.

**Documentation:** USCS Web Site, Annual Review files, Annual Reports Unit Self-Study documents, Executive Vice Chancellor for Academic Affairs Office

**Criterion IV.8.07.02:** *The general tone and policies of an institution must make it clear that individual faculty members are to take the initiative in promoting their own growth as teachers, scholars and, especially in professional and occupational fields, practitioners.*

**Status: Met**

University policies support the premise that individual faculty members are to take the initiative in promoting their own professional growth. Faculty must submit proposals to be funded through most of the available sources. Faculty must decide how to use their travel money and submit a request for travel. In order to receive support for scholarship (e.g., grants, release time, flextime), faculty must submit a proposal to the funding entity.

The Teaching and Productive Scholarship Fund awards $56,522 to faculty on the basis of recommendations from a standing faculty committee on Teaching Excellence for travel, research, and other developmental activities. A budget of about $30,000 annually funds about 5 sabbaticals for faculty members. Academic unit budgets include $200 for each faculty member to spend on travel, research, or development. Information Technology provides technology-related instruction on demand to faculty members, and the Chancellor created a $20,000 fund to pay for faculty workshops on technology; In addition, a faculty member is given release time to teach some courses and to set up others using the Chancellor's fund. The USC Faculty Exchange Program allows USCS faculty members to conduct research in the summer at other USC system campuses. Eligible faculty and staff may apply to take one course per academic term, at no charge, at a USC campus, on a space available basis. Academic Affairs maintains a $10,000 fund to pay for faculty graduate courses at institutions other than USC. The Boyer Awards provide a course release for 8 faculty members in the College of Arts and Sciences each year. In addition, faculty development seminars on such topics as

Teaching Portfolio Development, Course-Embedded Assessment, and Critical Thinking have been offered on campus to all faculty members.

The University policies and criteria for annual review, merit criteria, promotion and tenure criteria, peer review, and post–tenure review all take faculty development into account during the review process.

**Documentation:** Faculty Manual, USC Sponsored Programs and Research "Call for Proposals," Teaching and Productive Scholarship grant guidelines, Boyer Scholarship webpage announcement, Promotion and Tenure Criteria, Merit Criteria, Annual Review Criteria, Peer Review Criteria, Post-tenure Review Criteria, Faculty Development web site: http://www.uscs.edu/issues/facultydev.html

**Criterion IV.8.08.01:** *Primary responsibility for the quality of the educational program must reside with the faculty.*

**Status: Met**

Faculty members control the structure of degree programs, including general education requirements and specific major requirements, the selection of courses taught and the content of courses, the textbooks used, and the assignment of grades. These are critical factors in determining the quality of an educational program.

Curricular changes follow a process documented in the Faculty Manual which includes approval at several levels in the faculty structure: division level, college or school level, the Executive Academic Affairs Committee, the Faculty Senate, the Executive Vice Chancellor for Academic Affairs and the Chancellor.

**Documentation:** Faculty Manual (Section 2), USCS Catalog

**Criterion IV.8.08.02:** *The extent of the participation and jurisdiction of the faculty in academic affairs must be clearly set forth and published.*

**Status: Met**

The extent of participation and jurisdiction of the faculty in academic affairs is published in the Faculty Manual:

In all matters pertaining to the standards of admission, registration, requirements for the granting of degrees earned in course, the curricula, instruction, research, extracurricular activities, discipline of students, the educational policies and

standards of the university, and all other matters pertaining to the conduct of faculty affairs, including discipline of its own members, the faculty has legislative powers subject to the review of the Chancellor, the President, and the Board of Trustees.

An elaborate faculty governance structure exists to facilitate the legislative powers of the faculty. The Faculty Manual describes faculty membership, voting rights, faculty officers, and the faculty committee structure.

**Documentation:** Faculty Manual (Section 2) , Minutes of the Faculty Senate

**Criterion IV.8.09.01:** *An institution must provide a faculty of adequate size to support its purpose.*

**Status: Met**

The University provides a faculty of adequate size to support its purpose, however, given growth indicators and expansion of programs, the number of full-time faculty may need to be monitored to ensure that the number of faculty remains adequate.

USCS compares favorably to other schools in the teaching group using CHE Performance Indicators data for class size and student/teacher ratios, number of credit hours taught by faculty, and ratio of full-time faculty as compared to other full-time employees.

**Table: Comparison of USCS to Benchmark Institutions Using CHE Performance Indicators data from fall 1998.**

| Fall 1998 | USCS | Teaching group mean |
|---|---|---|
| Student/Faculty ratio (FTE Students per FTE Teaching Faculty) | 15.8 | 16.2 |
| Average Class Size Lower Division | 26.78 | 27.15 |
| Average Class Size Upper Division | 19.75 | 19.44 |
| FTE part-time faculty as a percent of total faculty | 25.9 | 22.8 |
| Percent of full-time faculty to total full-time employees | 41.81 | 38.53 |

**Teaching group: The Citadel, Coastal Carolina, College of Charleston, Francis Marion, Lander, SC State, USC Aiken, USC Spartanburg, and Winthrop**

**Proposal:** *The committee proposes that USCS administrators and faculty should continue to lobby for adequate funding from state legislature.*

**Documentation:** CHE Performance Indicators (III. Instructional Quality) Part-time Faculty Action Plan dated 1-7-98

**Criterion IV.8.09.02:** *It must have procedures for the equitable and reasonable assignment of faculty responsibilities--including classroom instruction, academic advising, committee membership, guidance of student organizations, and research and service to the public.*

**Status: Met**

The Faculty Manual contains policies and procedures dealing with faculty workload. The Manual provides general statements concerning the normal teaching assignment, advisement, service on standing committees, research activities, consulting activities, and service. The full-time teaching load for undergraduate classes is 12 credit hours, while the full-time teaching load is usually 12 for graduate classes or a mixture of graduate and undergraduate classes. Faculty members who teach overloads are compensated monetarily or through a reduced teaching load

the next semester. Division Chairs and Deans collaborate with faculty to determine teaching loads and schedules.

In addition to the primary responsibility of providing instruction for courses assigned to them, faculty members have further professional responsibilities which consist of academic advising, service activities, and scholarly activities. There may be two issues here: one deals with the procedures for the equitable distribution of workload and one deals with the execution of the procedures and the perception of equitable treatment. There is a perception that there is a lack of specific procedures for the equitable and reasonable assignment of faculty workload. According to the SACS Self-Study survey, the perception is that distribution of faculty responsibilities is not equitable.

The SACS Self-Study Survey provided responses to three questions pertaining to workload:

Question 12: The distribution of faculty responsibilities is equitable.

| | Strongly disagree | Disagree | No opinion | Agree | Strongly agree |
|---|---|---|---|---|---|
| N = 171 | 24 | 50 | 51 | 41 | 5 |
| Percent | 43.3 | | 29.8 | 26.9 | |

**People who responded "does not apply" have been deleted from the total.**

There is 43.3% *disagreement* with Item #12. There is a perception that there is a lack of specific procedures for the equitable and reasonable assignment of faculty workload.

Question 10: Overall there are sufficient faculty to share faculty responsibilities (i.e., teaching, advising, committee work, student organization guidance, research and service to the public.)

| | Strongly disagree | Disagree | No opinion | Agree | Strongly agree |
|---|---|---|---|---|---|
| N = 192 | 32 | 67 | 37 | 47 | 9 |
| Percent | 51.6 | | 19.3 | 29.2 | |

Once again, there is *disagreement* with this statement (51.6%).

Question 17: The number of academic advisees assigned to you is reasonable.

| | Strongly disagree | Disagree | No opinion | Agree | Strongly agree |
|---|---|---|---|---|---|
| N = 125 | 7 | 20 | 27 | 65 | 6 |
| Percent | 21.6 | | 21.6 | 56.8 | |

**People who responded "does not apply" have been deleted from the total.**

There is 56.8% agreement with this statement. While the faculty perceives the distribution of faculty responsibilities as inequitable, according to the SACS Self-Study Survey, faculty members do not view their numbers of academic advisees as unreasonable.

During the previous academic year, the Faculty Senate studied the faculty standing committee structure with effective governance and faculty responsibilities in mind. Several recommendations for change in the number of committees and committee membership resulted from this study. The distribution of committee assignments, while improved, continues to be an issue because standing committees are only one aspect of committee assignments (College/School and Academic Divisions also have committees).

The guidelines governing faculty loads are designed to protect faculty members from assuming or being assigned internal or external responsibilities which might encroach upon the quality or the quantity of the work they are employed to perform for the institution. External overloads, such as paid consulting activities, must be approved and reported.

Several weaknesses exist in the current practice of assigning workloads at the University. Better record keeping and additional

communication between those responsible for committee appointments could help rectify inequities in committee assignments.

**Proposal:** *Because of USCS's rapid growth in enrollment, the committee proposes that the administration should continue to implement the Part-time Faculty Action Plan to continue to ensure a faculty of adequate size.*

**Suggestion:** *While there are policies concerning the calculation of instructional loads at USCS, at the time of annual review, evaluators should consider workload issues and strive to maintain or obtain and "equitable and reasonable assignment of faculty responsibilities." Further, the committee suggests that the University collect empirical documentation concerning faculty (including librarians) workload issues.* See Appendix II for a sample form.

Empirical documentation concerning faculty workload issues could include for each faculty member:

- Number of preparations per academic year
- Number of sponsored independent studies and internships per year
- Number of students per section and per each academic year
- Number of advisees
- Number of university level committee assignments (standing committees and special committees or task forces)
- Number of division/school level committee assignments including sponsorship of student organizations
- Measure of research activity
- Measure of public service activity
- Secretarial help available (staff and/or work studies)
- Summary reports at the division level or school level may be appropriate.

**Documentation:** Faculty Manual, Annual Review Form, SACS Self-Study Survey

**Criterion IV.8.10.01:** *An institution must conduct periodic evaluations of the performance of individual faculty members.*

**Status: Met**

The Faculty Manual provides for periodic evaluations of individual faculty in the form of administrative annual reviews and peer reviews. The annual administrative reviews are conducted by the appropriate chairs or deans and figure in faculty compensation. Peer reviews are part of the promotion and tenure process in that reviews begin with unit peer committees and include a review by the Promotion and Tenure Committee, a campus-wide faculty group; a peer teaching evaluation may be considered in the annual administrative review process. Peer review committees are also central in the post-tenure review process. In 1998, the USCS Faculty approved a post-tenure review policy for all tenured faculty. Revisions to the section of the Faculty Manual that describes administrative and peer review were approved by the faculty in April of 1999 and these deal with the timing and frequency of reviews for tenure track faculty and remove instructors and lecturers from the peer review process. The revisions allow for a more reasonable time between reviews and although instructors and lecturers are not required to have peer reviews, they may request a review at any time. Part-time faculty members are reviewed by administrators each time they are hired. They are not included in the processes described above.

**Documentation:** Faculty Manual (section 5-2) (Administrative Annual Review of Faculty: Faculty to be Reviewed), Faculty Manual (section 5-4) (Faculty Peer Review: Faculty to be Reviewed), USCS Web Page Post Tenure Review Policy (number 3), General Faculty Meeting Minutes, April 23, 1999

**Criterion IV.8.10.02:** *The evaluation must include a statement of the criteria against which the performance of each faculty member will be measured.*

**Status: Met**

Criteria for review of teaching faculty is published in the Faculty Manual and includes performance standards. In all schools and divisions the basis for the administrative annual review and for faculty peer review are the promotion and tenure criteria of (1) teaching effectiveness, (2) university service, community service, or service to the profession, and (3) scholarship, creativity, or research. Teaching effectiveness is to receive the major emphasis in all schools and divisions. All faculty members are expected to reach and maintain a high level of teaching effectiveness. Individual differences and strengths in meeting other criteria are to be recognized and encouraged. Student opinion surveys are required documentation in all schools and divisions. Each faculty may develop additional methods of documentation.

The Faculty Manual describes, in more detail, the tenure criteria for the performance of teaching faculty and library faculty. Each academic unit has also written unit criteria that fully describe the criteria and suggest documentation for their unique area. In addition, the administrative annual review form and the peer review form reflect the criteria listed in the Faculty Manual for promotion and tenure and include the definitions of evaluation terms. The Post Tenure Review Policy describes what materials are to be submitted for the review.

**Documentation:** Faculty Manual (Sections 5-1, 6-2, 6-3, 6-4, 6-5, 6-6)
USCS Web Page, General Faculty Meeting Minutes, April 23, 1999
Student Opinion Survey, Unit Criterion for Promotion and Tenure
Administrative Annual Review form and Peer Review form
Post Tenure Review Policy

**Criterion IV.8.10.03:** The criteria must be consistent with the purpose and goals of the institution and be made known to all concerned.

**Status: Met**

The mission of the university is posted on the university's web page and several official university publications. This mission statement was written collaboratively by faculty and administrators in 1994 and 1995 and approved by the Board of Trustees in 1995. The mission statement reflects the faculty's criteria for performance in teaching, scholarship and service in that it states that USCS "provides leadership in addressing the Upstate's educational needs and promotes the Upstate's economic and technological development through its curricula, educational outreach, basic and applied research and professional services." The University's goals and objectives are derived from the mission and are the focus of the University's Quality Reinvestment Committee. As faculty prepare their promotion and tenure files, the mission of the university and of the individual unit are inserted in the front cover of their summary file.

**Documentation:** USCS Web Page, USCS Mission Statement, USCS Goals and Objectives

**Criterion IV.8.10.04:** *The institution must demonstrate that it uses the results of this evaluation for improvement of the faculty and its educational program.*

**Status: Met**

The USCS Faculty Manual states that "the most important objective of the annual review process is to provide a basis for professional improvement and development." During the annual review process individual faculty members establish goals for the academic year with their administrative evaluator. In addition, the Post Tenure Review Policy specifies that a remediation plan be developed for any faculty member who is not maintaining professional performance at rank. An example of a remediation plan is on file in the Academic Affairs Office.

**Documentation:** Faculty Manual (Section 5-1) Objectives of Review USCS Web Page, Post Tenure Review Policy

# Educational Support Services

## SELF-STUDY: SECTION V

*Introduction*

The USCS Library contains 214,984 volumes in a variety of formats including print, film, fiche, and video. Numerous electronic resources are available including CD-ROM, remote databases, and web-based Internet sources. Some are restricted to on-campus use only because of licensing costs. Others may be access remotely from homes, offices, and organizational settings with proper authorization. A proxy server is now in beta test and will be used to expand remote access capabilities. Remote electronic resources include access to in-house databases through the OSCAR system and additional ones provided by the State of South Carolina through the DISCUS system. See a complete list of these databases at the end of this section. Several databases contain full-text, indexed items. Use statistics and requests are continually reviewed and analyzed to maintain a well-rounded menu of databases to support the needs of the faculty and staff. In addition to electronic databases, the University Library home page contains lists of web sites organized by subject. These web sources are monitored and updated monthly

Other learning resources include the Writing Center, the Foreign Language Laboratory, the Center for Learning Innovation and Achievement, the mathematics and computer science tutoring centers, the central academic computer laboratory located in the Library, and satellite computer laboratories in the School of Business, the School of Education, and the School of Nursing. In addition, three classrooms equipped with computers are used for instruction in mathematics and computer science classes. Five electronically enhanced classrooms have been created. Computer facilities are available at the University Center in Greenville and at USC Sumter that meet the needs of courses offered at these sites.

Education support services required for the courses offered in the ETV-delivered RN-BSN program are available in the local receiving areas. Other learning resources are available on the USCS campus.

Educational support services have improved greatly since the last self-study. Library holdings exceed the standards set by the Standards for College Libraries (ACRL, 1995). While the number of library faculty do not exceed the standards, they rate a ranking of 85%. Less improvement has occurred in library support staff and space, which do not meet these standards. Support staff are at 60% of the standard. Plans have been approved for a new Information Resources Complex (IRC) which will help alleviate some of the major space concerns.

### *Overview of Issues*

While the library and other learning resources on this campus have improved in the last decade, new problems should to be addressed; some old issues are unresolved. Although some information is accessible to students and faculty members at remote locations, on-site use continues to stretch library personnel. Computer laboratories have been placed at most locations. Learning resources have been upgraded and are increasingly used by students. However, the computer-supported learning resources should have the most current software and be connected to the internet. The more traditional laboratories need more space, equipment and personnel. The level of knowledge and use of computer-based technology varies across disciplines. Most students are trained to access library holdings using the computer. Every degree program has a computer literacy requirement. But since many of our students transfer from other institutions, preparation varies.

Faculty and staff have been given orientation to the word-processing and other administrative software they may use in their jobs. However, the faculty members have not yet received sufficient training in

the use of technology to fulfill academic purposes adequately and support classroom instruction in the most effective way possible.

USCS is addressing this issue. In the 2000 Spring Semester, consultants were hired through a grant to teach courses in Web CT and Blackboard; the Information Technology division did training in PowerPoint. A faculty member was given release time to be Faculty Technology Training Coordinator. He has conducted surveys of training needs and began instructional activities in the 2000 Fall Semester.

### *Purpose and Scope*

Each learning resource center has developed a formal purpose statement and an annual process of self-evaluation based on its purpose and the institutional mission. Faculty, students, and staff using a learning resource center can assess the quality of the unit's activities using forms available either at the center or through an assessment site on the web. The results of these assessments go to the academic unit that "sponsors" the center. As centers evaluate their activities, they review the results with the heads of the academic unit(s) whose programs are served.

The library and learning resources, some of which are new since the last self-study, provide enhanced facilities for students and faculty members. Criteria are addressed below, but with few exceptions the library and other learning resources meet recognized national and institutional standards.

### *Services*

The USCS Library is part of the University of South Carolina (USC) Library System, whose resources are available for our University community. Through a coordinated library orientation program, library faculty members provide students with orientation on library facilities and search techniques. Students enrolled in English Composition and Literature (SEGL 102) receive a library introduction to the electronic and print resources. All students are required to complete SEGL 102 unless they have prior equivalent credit. USCS faculty may schedule additional training for students. Most senior seminars also receive a library

instruction session. The Library has received an Institute of Museum and Library Services (IMLS) grant to support the integration of information literacy in the USCS General Education program. The Metropolitan Studies I and II courses are parts of the proposed new general education curriculum that include instruction in library use.

Each academic discipline is assigned a library faculty member as a liaison to work with the faculty for collection development and library instruction needs. In addition, each discipline assigns a faculty member as liaison to the library. Library faculty members are also available to attend classes to discuss research assignments. The library recruits other information professionals--e.g. vendors, information specialists, other local librarians--to train users on additional information resources.

The Library is open 87.5 hours per week during the fall and spring semesters on a full day and evening schedule Monday through Thursday, and on a shorter schedule Friday, Saturday and Sunday. Reference service is provided for 80 hours of open time. Reference is not provided from 7:30 a.m. to 8:00 a.m. Monday through Friday and 10:00 p.m. to 11:00 p.m. Sunday through Thursday. Hours change during exam periods, inter-sessions, and summers. Library hours are adequate for students and faculty members. To augment these hours, the library makes available all bibliographic and full text services on the Internet from all computer labs, faculty offices, and remote locations.

The technical services staff of the USC Library in Columbia catalog library materials for the USCS Library using machine-readable cataloging (MARC) records through the On-line College Library Consortium (OCLC.) The collections are cataloged using the Library of Congress classification and are housed in open stacks. However, until fall, 2000, the USC System did not support the cataloging of electronic resources, such as periodicals available in electronic formats. Consequently, patrons were not always aware of the electronic resources that are available in the USCS library. As stated above this policy

changed fall, 2000, and procedures are now being determined to implement this cataloging for USCS. **Recommendation:** *The Committee recommends that all electronic journals be included in the USCS Library catalog.*

According to the American College and Research Library (ACRL) Standards, USCS should have 45,506 square feet of library space. It has 34,005 square feet available. This earns USCS a "B-" or "C+", with 75 percent of the recommended space. A "B" ranking is 75 to 89 percent and a "C" ranking is 60 to 74 percent. The library is heavily used at peak hours. Additional space for staff and processing functions is needed. Plans have been approved for the completion of a new Information Resources Complex (IRC) which will alleviate major space concerns. **Recommendation:** *The Committee recommends that the library have additional space so that it can meet the ACRL standards and address the demands on its resources.*

Since the library network is connected to the internet, it does not need modem dial-up access. The interlibrary loan (ILL) policies are clear and comply with national standards, unless local policies intervene. ILL privileges are available to USCS students, staff, faculty, and administration, to educational television staff the local public television station is located on campus and to alumni. Borrowers who fail to return materials promptly are notified, fined; and may have their library privileges suspended until materials are returned. The USCS library provides electronic access to materials available in the USC system and to the databases as noted above.

*Collections*

Access to essential general and discipline-specific reference material is available at each location. For off campus locations, access is available through the internet. On-campus all materials, including all multimedia formats, are accessible in an open-stack environment.

Materials are available to students of South Carolina colleges and universities showing their identification cards and to South Carolina residents using their state-issued driver's license or ID card.

Library collections of print and non-print materials are well organized. The collections are cataloged using the Library of Congress classification and housed in open stacks. Until fall 2000, the USC System Library Services, which processes materials for all branch campuses, did not catalog electronic resources for which there are no print components. This made it difficult to find URL addresses and holding information for electronic journals. The Committee repeats its recommendation that electronic journals be included in the USCS Library catalog.

In the fall of 1999, the USCS library contained approximately 215,000 volumes. This is number 121% of the volumes required to earn an "A" rating from the ACRL. The ACRL standards take into account the additional volumes needed to support graduate programs.

Collection development is a responsibility shared by librarians and faculty members. Each librarian is responsible for collection development in particular disciplines and works with faculty members in that area. The Library evaluates supporting holdings for every new course that is proposed. If holdings are insufficient, the Academic Affairs Committee probably will not approve the new course.

The USCS library has a "regularly-reviewed" policy that governs the selection and elimination of all library resource materials. It eliminates those items that no longer support the curriculum or meet other needs. Deteriorating materials are replaced, repaired, or eliminated.

### *Information Technology*

The library has updated its operations by adapting emerging technologies in equipment and databases. The general-purpose computer lab, housing thirty-six PCs, is located in the library and is used for any student assignments. Because it is the central computer laboratory, is

staffed, and has the longest hours, it is busy. Twenty-four additional PCs support e-mail, catalog, bibliographical research, and reference. Although the level of use suggests more computers are needed, present space and staff support in the library cannot accommodate them. Other computer labs on campus with shorter hours and no staff support are less crowded. **Proposal:** *The Committee suggests that ways be sought to ease congestion in the library computer lab.*

The USCS Library uses the campus network to provide electronic access to resources to those on campus and off. It is the only academic library in the state that maintains an in-house database containing full-text journal articles. The library continuously revises its operations to incorporate emerging technologies. Electronic databases and resources are selected using the policies for the acquisition of more traditional materials.

### *Cooperative Agreements*

Starting August 1, 1999, all South Carolina public and private academic libraries offered joint user cards to their faculty members, staff and students. This allows access to library collections based on each library's borrowing policy. USCS distance learning activities, like those in Greenville and Sumter, benefit from this comprehensive agreement. The South Carolina Commission on Higher Education (CHE) will assess the efficacy of this arrangement annually. The USCS Library collection, measured by volumes, supplemented by the collections accessible through this arrangement, far exceeds the Standards for College Libraries.

### *Staff*

The Library has seven professional tenure-track, full-time librarians and two grant-funded positions; four graduate assistants augment the professional staff, bringing the professional staff to 11 FTE librarians. ACRL Standards recommend 13 professional librarians. With 85% of the recommend number, the USCS Library-earned ACRL rating is

a B for professional staffing. The grant-funded positions will end in 2001, resulting in a reduction of professional staff to 9.5 or 73.1% of the recommended staff for a C grade from ACRL.

However, the level of paraprofessional staffing is low. ACRL Standards recommend that USCS should have a library support staff of 24.14 FTE; the USCS Library currently has 11. **Recommendation:** *The Committee recommends that more library support staff be hired*

### *Library Resources for Distance Learning*

The institutional policies on the faculty status of librarians are clearly stated in the USCS Faculty Manual. Position descriptions for both professional and paraprofessional librarians are accurate.

All distance education students have access to library resources. The library has appointed a distance education coordinator who regularly monitors library services at distance education sites. Services are provided electronically, by courier, by mail, or from other libraries. Computers are available at the University Center. Additional learning resources on the USCS campus can be used by distance learners.

### *Instructional Support and Learning Resources: Overview*

Instructional technology has kept pace with changes in academe. Most academic units have computer labs to support instruction, but not all have the discipline-specific software desired. Learning resources have been developed to support disciplines central in general education and to some majors. Faculty members have also been given the opportunity to take advantage of the electronic resources of the library. All faculty members, including part-time, have access to recent computer technology. Computer services staff have provided basic instruction in computer use. Faculty members want more training in the use and practical application of discipline-specific technology to support curricular objectives. The institution is addressing this concern.

USCS made a commitment since the 1991 SACS Self-Study to improve equipment and facilities for instructional support. In some areas, notably computer and network-related facilities and equipment, the institution has made excellent progress. The administration saw the need to make technology a high priority item and instituted a special fee to address the need.

USCS has a modern network, distance learning facilities, and many well-equipped, specialized learning centers across campus. Acquisition of computer equipment and software, the construction of a campus-wide network, and the establishment of continued support of discipline-specific centers of learning have been major foci of activity at USCS during the 1990s. The School of Business (1996, 2000), the Library (1997, 2000), Math and Computer Science (1998), Natural Science (2000), and the Campus Life Center (1998) set up new learning centers and computer labs. Major improvements, primarily as the result of computer upgrades, have been made to the School of Education (1997), the School of Nursing Learning Resource Center (1999), and the Writing Center (1998).

Administrative structures are in place to ensure that progress continues. The Chancellor formed an Information Technology team with faculty, staff, and administrative representatives to make recommendations about the acquisition and use of technology.

In some academic disciplines notably biology, languages, and psychology laboratory support is not adequate. The biology and psychology labs are not as large as faculty members in those areas would like. The language lab could benefit from more computer technology.

The Instructional Technology Services Office has increased the number of classrooms with permanently mounted TVs and VCRs. Each academic unit has at least one data projector for faculty and student use. Four classrooms equipped with permanently mounted data projectors and

computers have been added, as have three distance education classrooms with two-way video capability.

Printing services provides offset printing, duplicating and binding services to staff, faculty, and students. It also can do color copying. Self-service copiers are in the library and Campus Life Center, and six microform readers in the library print from materials on screen.

### *Learning Resources*

Learning resources for USCS include the Writing Center, the Foreign Language Laboratory, the mathematics and computer science tutoring center, and the central academic computer laboratory located in the library, and computer labs in the Schools of Business, Education, and Nursing as well as in the Divisions of Mathematics and Computer Science and in the Division of Natural Science in the College of Arts and Science. Most learning resource centers are staffed with either professional or student assistants during peak-use hours. Since it is located in the Library, the central academic computer laboratory is open 87.5 hours per week. Other computer labs are open when classes are in session (generally Monday through Thursday 7:30 to 9:00, Friday 7:30 to 5:00, Saturday 8:00 to 5:00 and closed on Sunday.

While there are about 24 computers in the Writing Laboratory, 10 of them do not have enough memory speed and hard-drive space to connect to the internet in order to support research. In addition, the tutoring activities require that the instructor be able to respond to and correct writing assignments in a real time mode. For instance, software like NetSupport would permit this monitoring. Upgrades to the older computers would be necessary to run this software.

Since this facility is also used to support instruction in journalism, software for news writing, publishing and graphic arts should be installed on the computers. To run this software, the hardware must be upgraded.

The Foreign Language Laboratory is cassette-based; students use audiocassettes in tape recorder stations. This technology is dated and is not effective for successful pedagogy. The lab should have computers with digitized audio/video for practice and testing. Various systems are available from vendors such as Tandberg and Apple. These computers should be linked to the internet for the language and international resources it offers. **Recommendation:** *The Committee recommends that all computer-supported labs, particularly the Writing and Language Laboratories, need current discipline appropriate software and hardware as well as internet access.*

*Instructional Support*

Laboratories support instruction in the natural and social sciences. While the laboratories to support chemistry, geology, physics and astronomy are considered marginal to adequate; those for biology, languages and psychology are not. The administration has made a commitment to improve facilities, equipment and staffing for biology and psychology.

Biology classes do not have enough lab space at the freshman level. Since the last self-study, biology labs have increased by only 2 sections, but 60 more students are enrolled in the classes. Day sections have students in labs scheduled late in the afternoon, a problematic time for working students. Junior and senior biology lab sections have increased by 2.

The increase in enrollment, which has caused a redistribution of lab use, means there is insufficient space for undergraduate laboratory research activities. It has become difficult to offer an undergraduate research-based class that provides experiential learning. Students are thus less competitive for graduate school admissions. Furthermore, insufficient laboratory space, storage, and equipment place severe restrictions on the

faculty research that can be conducted. Failure to conduct research effects the promotion and tenure efforts of biology faculty members.

Given our current lack of psychology lab facilities, the USCS psychology curriculum can require only one class with a laboratory component for its majors. USCS peer institutions offer more. Courses that at many schools would be taught with associated laboratory activities have no laboratory component at USCS. Scheduling the lab for student research activities is difficult. Regular classes often meet in the laboratory owing to the lack of classroom space, and some experiments are conducted in classrooms. Consequently, not all students who wish to engage in research have the opportunity. Our graduates are at a disadvantage when competing for graduate school slots.

**Recommendation:** *The Committee recommends that instructional support facilities, most particularly labs for psychology, biology, and languages need to be improved in terms of space, equipment, support staff, and software.*

Printing Services has added color-duplicating capacity. The Instructional Technology office is working to equip each classroom with a video-data projector, amplified speakers, computer, and document-presentation stand. Four such classrooms have been funded through a grant from the Institute of Museum and Library Studies; two others have also been equipped. The space occupied by Instructional Technology is limited because part of their area was converted into a distance education classroom. The staff was two from 1981 to 2000 when it increased to three.

### *Information Technology Resources and Systems: Overview*

Progress in network construction and distance learning support is shown in the following chronology:

1992 Token connection between the Administration Building and USCColumbia for IMS (an administrative computer system) and email support

1994 Ethernet (fiber optic) system installed in the CLC

1998 Entire campus incorporated into the Ethernet

1999 University Commons Complex wired for network Connection; Interactive Distance Learning classroom installed in the Media building. This has video/audio connections to the USC Sumter (T-1 line) and University Center Greenville (384K line.)

2000 Mathematics and Computer Science classes moved to a renovated Hodge Center location

## *Wide Access to Information Technology*

All USCS support facilities are available to students engaged in both on-campus and distance learning. The University is committed to enhancing instructional support operations, as evidenced by the administrative backing and financial assistance it has provided. Furthermore, students have access, both on campus and remotely through the internet, to library catalogs and online full-text databases. Library faculty members routinely give instruction in the use of these resources to student groups in classes as well as to students and faculty individually in the library. Most labs have assigned a faculty member or student assistant to provide problem solving expertise during peak hours.

Students are required to develop basic competencies in the use of computers and related information technology resources. Each degree program requires students to complete three semester hours of computer-related course work. A class that addresses the Windows® operating system, the internet, and the Microsoft Office® suite of applications is

taught each semester, including summer terms, and is the primary course used to satisfy this basic technology requirement.

Computer labs with connections to the campus network and internet are available for students at the following locations: the Administration Building, the School of Nursing (Nursing building), the School of Business Administration (Media Building), the School of Education (Media Building), the Writing Laboratory (Humanities and Performing Arts Center), Smith Building, Campus Life Center, the Library, the University Center in Greenville, SC, and on the Sumter campus of the University of South Carolina. In addition, connections to the campus backbone and the internet are provided in the rooms of the University Commons. One computer is available on campus for every nine students enrolled.

Microsoft Office® (Word, PowerPoint, Access, Excel) software, an internet browser, and 3270 emulation software for connection to the USC mainframe are installed on each computer available for students. In addition, discipline-specific software is installed in appropriate locations for each academic area.

Software and hardware comparable to that available on the USCS campus is available to students enrolled in USCS programs at the University Center in Greenville, SC, and at Sumter, SC, at USC Sumter.

### *Training*

The Computer Services Division has offered over 200 training classes in administrative and faculty support software since 1996. Initially, these were offered on a regularly scheduled basis. Faculty and staff may also receive individual training sessions on request. In addition, web-based training in a variety of administrative support software systems is available over the internet from USC Columbia's Computer Services Department.

Faculty and staff are able to install the Microsoft Office software® on their home computers as part of the USC System licensing agreement.

An institutional program for training of faculty in application software for particular teaching disciplines has begun, and a faculty member has been given release time to be the Faculty Technology Training Coordinator. The Chancellor has set aside funds to provide "Technology in the Classroom" initiatives for faculty training.

### *Technology Policies*

USC System policies govern general use of Information Technology resources on campus. A policy has been developed which sets up the procedures for the allocation of money for technology: The Vice Chancellor for Information Systems, in consultation with the Information Technology Team, will develop a detailed annual budget that sets priorities.

The primary systems for administrative, financial and academic record keeping are provided through and maintained by USC Columbia. Security measures for these systems are controlled solely by USC Columbia. **Proposal:** *The Committee suggests that security measures for administrative systems that are used jointly in the USC System need to be determined collaboratively.*

The library and learning resources will continue to be strong adjuncts to the academic process. Technological advances and augmented resources have allowed USCS to move into the 21st century. Students, faculty members and staff have benefited from these improvements. The administration is committed to giving these improvements a high priority.

### *Recommendations and Proposals*

**Recommendation:** *The Committee recommends that the library have additional space so that it can meet the ACRL standards and address the demands on its resources.*

**Recommendation:** *The Committee recommends that all electronic journals be included in the USCS Library catalog.*

**Recommendation:** *The Committee recommends that more library support staff be hired*

**Recommendation:** *The Committee recommends that all computer-supported labs, particularly the Writing and Language Laboratories, need current discipline appropriate software and hardware as well as internet access.*

**Recommendation:** *The Committee recommends that instructional support facilities, most particularly labs for psychology, biology, and languages need to be improved in terms of space, equipment, support staff, and software.*

**Proposal:** *The Committee suggests that ways be sought to ease congestion in the library computer lab.*

**Proposal:** *The Committee suggests that security measures for administrative systems that are used jointly in the USC System need to be determined collaboratively.*

# Databases Used in the USCS Library

ABI/Inform [Oscar]

American: History & Life

Applied Science Abstracts

Basic Biosis

Biological & Agricultural Index

***Books In Print [Discus]***

Business & Industry

CINAHL (Cumulative Index to Nursing & Allied Health Literature) [Oscar]

Contemporary Women

Contents First

Datatimes

Disclosure

Econlit

Education Abstracts

Encyclopedia Americans [Discus]

Encyclopedia Britannica

ERIC

Expanded Academic ASAP [Discus]

FactSearch

General Science Abstracts

GPO

Grolier Multimedia Encyclopedia Online [Discus]

Health Reference Center [Discus]

Humanities Abstracts

Lexis/Nexis

MEDLINE

MLA Bibliography

NTDB (National Trade Data Bank)

New Book of Knowledge Online [Discus]

**Newspaper Abstracts [Oscar]**

OCLC Union List

Oxford English Dictionary

PAIS

Periodicals Abstracts [Oscar]

Proceedings First

PsychLit [Oscar]

RILM Abstracts of Music Literature

Readers' Guide

Social Science Abstracts

Socio Abstracts

World Almanac

# Criteria Audit Report: Educational Support Services

**Criterion V.1.1.01:**. *Each institution must ensure that they are available to all faculty members and enrolled students wherever the programs or courses are located and however they are delivered.*

**Status: Met**

USCS offers classes at its campus in Spartanburg, at the University Center of Greenville, at the Greer campus of Greenville Technical College, and at the campus of the University of South Carolina in Sumter, South Carolina.

Learning Resources include the Writing Center, Language Laboratory, Math/Computer Science Learning Laboratory, and Computer Laboratories which are associated with the Library, a central Academic Computer Laboratory located in the library, and satellite laboratories in the School of Business, the School of Education, the Division of Math/Computer Science, and the School of Nursing. These are open to students on campus and USCS distance learners. Students at off-campus locations have access to local academic libraries through a statewide agreement that enables a student in any South Carolina institution of Higher Education, public or private, to use the library resources at any other institution. Computer facilities are available on site for USCS students at Greenville, Greer, and Sumter. Distance learning students have on-line access to the USCS library catalog and a librarian assigned to meet their needs. Materials are mailed or sent by courier to them.

The resources of the library can be accessed remotely. The faculty and student body can access both the OSCAR and DISCUS systems in their offices, their homes, and in corporate settings with the proper authorization. In addition to these web based sources, the University Library's home page lists internet sites that are of interest to students and

faculty. The State of South Carolina through the State Library also makes available the DISCUS system which contains four databases: General Reference Center (1980 to the present), Expanded Academic ASAP (1980 to the present), Business and Company ASAP (1982 to the present), and the Health Reference Center - Academic (1994 to the present). The Business and Company ASAP includes considerable information about specific companies as well as general articles representing the area. There are many full text titles in each of these databases.

**Documentation:** Library Web Page, Student Guidebook: Policies and Procedures for Distance Education Classes, Faculty Guidebook: Policies and Procedures for Distance Education Classes

**Criterion V.1.1.02:** *Each institution must develop a purpose statement for its library and other learning resource services.*

**Status: Met**

The library has a mission statement that is published on its web page. Mission statements also exist for the USCS Writing Lab, the School of Nursing Learning Resource Center, the Schools of Education and Business Administration & Economics computer labs, the Language Lab, the academic computing labs, and the Math Tutoring Lab.

**Documentation:** Mission Statements of the library, the Writing Lab, The School of Nursing Resource Center, and for the various computer labs

**Criterion V.1.1.03:** *The library and other learning resources must be evaluated regularly and systematically to ensure that they are meeting the needs of their users and are supporting the programs and purpose of the institution.*

**Status: Met**

The library is evaluated regularly as part of ongoing CHE program evaluations. Each semester, the Dean of the Library produces a Library

Report Card that evaluates holdings, staffing, and space by American College and Research Library (ACRL) Standards. It produces an annual report. The Library also offers an on-line evaluation form at its web site. New course proposals must be accompanied by an assessment of library holdings in the area. The School of Nursing Learning Resource Center is annually evaluated for hours of operations, accessibility, and adequacy of resources. A similar assessment procedure is used by the Writing Lab. Computer labs are evaluated on-line.

**Documentation:** USCS web sites for the library and evaluation. NLNAC Self-Study, EAA New Course Proposal Form

**Criterion V.1.1.04:** *Learning resources and services must be adequate to support the needs of users.*

**Status: Met**

Library resources totaled over 215,000 volumes as reported June 30, 1998. Approximately 7100 items were added during fiscal year 1997/98. In 2000, library holdings are about 214,000. The small drop results from a "weeding" undertaken this year. In addition, many full-text journals and other sources exist on two online systems to which all faculty, staff and students have access. These Library volumes were counted in the belief that the Library reference collection, general collection, microforms and journal collections support all programs at the University.

Library instruction is provided to all academic programs. The instruction specifics are modeled to the needs of each unit in a collaborative development process. All University students receive library instruction as part of their general education requirements. Currently, all English 102 classes receive at least one library instruction session. Additionally, individual instructors can request and do receive a session focused on the information needs of their particular course. The number

of these course-specific sessions has increased significantly over the last ten years. Most senior seminars also receive a library instruction session.

Reference service is provided all hours the Library is open except from 7:30-8:00 a.m. Monday through Friday and 10:00 to 11:00 p.m. Sunday through Thursday. The academic computer laboratory housed in the Library is open and staffed the same hours that the Library is open. Circulating materials are available to faculty and students to borrow as needed. Materials are also available through interlibrary loan.

Resources in the School of Nursing Learning Resource Center are judged adequate to support objectives of the unit as determined by the recent National League for Nursing accreditation process.

**Documentation:** Annual Report of the USCS Library (http://www.uscs.edu/~library/Annual%20Report%2098-99/table%20of%20contents.htm), School of Nursing NLNAC 1999 Self-Study, School of Business Administration and Economics Self-Evaluation Report for AACSB Accreditation (1999), School of Education Institutional Report NCATE Accreditation (1997). Mary Black School of Nursing BSN Accreditation Self-Study (1999). South Carolina Commission on Higher Education Program Review Reports

**Criterion V.1.1.05:** *These considerations must be taken into account in evaluating the effectiveness of library and learning resource support. [See 5.1.1].*

**Status: Met**

The SACS Student Questionnaire showed that about 80% of the students responding were satisfied with the on-line and print resources of the library, and 1-2% were not. 85% found the hours adequate; 4% did not. 92% were satisfied with the availability of the staff. 91% were satisfied with computer services.

**Documentation:** Annual Report of the USCS Library (see web

page), SACS Library Questionnaire on Web, School of Nursing NLNAC 1999 Self-Study, School of Nursing NLNAC 1999 Self-Study, School of Business Administration and Economics Self-Evaluation Report for AACSB Accreditation (1999), School of Education Institutional Report NCATE Accreditation (1997). Mary Black School of Nursing BSN Accreditation Self-Study (1999). South Carolina Commission on Higher Education Program Review Reports

**Criterion V.1.1.06:** *Priorities for acquiring materials and establishing services must be determined with the needs of the users in mind.*

**Status: Met**

Acquisitions decisions are made with input from both faculty and librarians. The Library faculty oversees the expenditures in all LC classifications to ensure that the collection is balanced and covers all areas of the disciplines. The depth and breadth of specific LC classes are assigned to Library faculty to ensure that the appropriate materials are acquired to support and supplement the course materials. The Library has an approval plan that adds about $100,000 of newly published materials to the University's collection each year.

**Documentation:** Library Collection Development Policy

**Criterion V.1.2.01:** *Each institution must ensure that all students and faculty members have access to a broad range of learning resources to support its purpose and programs at both primary and distance learning sites.*

**Status: Met**

The library makes the majority of its electronic resources available at all sites; print resources are available on request. Distance learning students have access to all resources located on the USCS campus as well as the resources of the USC System and, through the South Carolina Statewide Library Borrowing Agreement, use of library materials at

virtually all academic libraries across the state. The USCS library collection is built with faculty advice and the library Dean must evaluate the adequacy of library resources for all new programs proposed.
**Documentation:** The South Carolina Statewide Library Borrowing Agreement, Library Collection Development Policy

**Criterion V.1.2.02:** *Basic library services must include an orientation program designed to teach new users how to access bibliographic information and other learning resources.*
**Status: Met**

Students enrolled in SEGL 101 and/or SEGL 102 currently receive a full library introduction to the electronic and print resources. Every student is required to complete SEGL 102 if they do not have prior equivalent credit.
**Documentation:** Library orientation reports.

**Criterion V.1.2.03:** *Libraries and learning resource centers must provide students with opportunities to learn how to access information in different formats so that they can continue life-long learning.*
**Status: Met**

The library provides opportunities for students to learn how to access information in electronic, print, microform, and audio-visual forms. These opportunities are offered in both formal classroom and individual settings; this instruction is central to the orientation process.

Students are provided with hardware, software, and tutors to facilitate development of writing skills in the Writing Center.
**Language Lab**

Students are provided with a space to engage in active listening of authentic language through cassettes. Students are also encouraged to view videos in their target language (including motion pictures or educational videos). Students are also provided with free reading

materials in the target language such as magazines and books (only for in-lab-use only). The language lab is a meeting place for those interested in studying foreign languages and those seeking to broaden their knowledge of foreign cultures. The Language Lab does not have access to the Internet.

**Math and Computer Science**

The computing lab has access to the Internet. The computer literacy course (SCSC 138) has a component on how to use the Web and Internet, and software to prepare papers. Students are instructed in the use of Telnet, FTP, archives, listservers, newsgroups, and specialty databases.

**Math Tutoring Lab**

The Math Lab is designed to help students with their math homework or with any problems they may be having with a particular mathematical concept. The lab is staffed with students and faculty who assist students on a walk-in basis. Hours of operation depend on the budget.

**School of Education**

All education majors are required to take *Technology and Resources in Education* (SEDC 400), which meets in the School of Education (SOE) computer lab. The unstaffed lab is open daily for student use when not reserved for class. Education faculty members use it for various technology demonstrations. SOE faculty members regularly require students to use the Internet and to evaluate educational software as assignments.

**School of Nursing**

The School of Nursing (SON) uses the Learning Resource Center for accessing library information and for word processing. Faculty and student workers are available to assist students with projects that include mastering search techniques, identifying and utilizing appropriate resources and evaluating the quality of information obtained. Computer programs specific to areas of nursing such as psychiatric concepts,

maternity, pediatrics, and medical-surgical nursing are available. Faculty conduct classes in the computer lab to teach specific areas regarding subject matter.

**School of Business Administration & Economics**

Students have access to discipline-specific software and Internet resources. Faculty members are available to provide technical and instructional support for users. Faculty conduct classes in the computer lab to teach specific areas regarding subject matter.

**Documentation:** Library Annual Report, Library Web Page, Brochure from Student Affairs listing Learning Resource Centers, School of Business Administration & Economics, School of Education, and School of Nursing Accreditation Self-Study Reports.

**Criterion V.1.2.04:** *Librarians must work cooperatively with faculty members and other information providers in assisting students to use resource materials effectively.*

**Status: Met**

Each academic discipline is assigned a library faculty member as a liaison to work with the faculty for collection development and library instruction needs. In addition, each discipline assigns a faculty member as liaison to the library. These liaisons can provide students and faculty members with discipline-specific handouts to assist with research projects.

The USCS library has a Coordinator for Library Instruction who schedules library faculty to meet with classes to discuss resources relevant to research assignments.

The library recruits other information professionals (e.g., vendors, information specialists, other local librarians) to train users on other information resources.

The "Ask a Librarian" service allows students to e-mail the library with questions about resource materials. For students on campus, the library reference desk is open eighty hours a week.

**Documentation:** The USCS library web page

**Criterion V.1.2.05:** *Adequate hours must be maintained to ensure accessibility to users.*

**Status: Met**

Library hours are

Monday – Thursday 7:30 a.m. – 11:00 p.m.;

Friday 7:30 a.m. – 5:00 p.m.;

Saturday 10:00 a.m. – 5:00 p.m.;

Sunday 2:00 p.m. – 11:00 p.m.

The library extends its closing time one hour the week of exams. Hours are changed for inter-sessions and summers. Students have electronic access to the library around the clock via the Internet.

**Documentation:** Library web page, Student Handbook

**Criterion V.1.2.06:** *Library collections must be cataloged and organized in an orderly, easily accessible arrangement following national bibliographical standards and conventions.*

**Status: Met**

The USCS Library uses the Library of Congress classification system. System Library Services of the University of South Carolina Columbia acquires and catalogs library materials using MARC (machine readable cataloging) records on OCLC (the national bibliographic utility).

**Documentation:** USCAN brochure, library web site.

**Criterion V.1.2.07:** *Students and faculty must be provided convenient, effective access to library resources needed in their programs.*

**Status: Met**

The USCS library is open 87.5 hours per week, including evening and weekend hours. In addition, electronic access is provided in every full-time faculty office, every computer lab on campus, and remotely via

the Internet. The library is handicapped-accessible and provides appropriate technology to enable access for most disabilities. Additional support for disabled students or faculty is available through the Office of Disability Services.

**Documentation:** Library web page, Student Handbook, Information booklet from the Office of Disability Services

**Criterion V.1.2.08:** *Convenient, effective access to electronic bibliographic databases, whether on-site or remote, must be provided when necessary to support the academic programs.*

**Status: Met**

Access to twenty online bibliographic databases is provided both onsite and remotely. Of these, eleven contain full text of indexed items.

**Documentation:** Library web page

**Criterion V.1.2.09:** *Libraries and other learning resource centers must have adequate physical facilities to house, service and make library collections easily available; [see 5.2.1].*

**Status: Not met**

According to ACRL Standards, USCS should have 45,506 square feet of library space. It has 34,005 square feet available. This earns USCS a "B-/C+" ranking with 74.7% (a "B" ranking is 75 – 89%; a "C" ranking is 60-74%). Lack of space is a problem that impeded the addition of paraprofessional staff, additional computer resources, significant expansion of the collection, and student study areas. The Library will move to the proposed Information Resources Complex, which has received $6,000,000 in initial funding.

**Documentation:** ACRL Standards, USC Spartanburg Library Report Card for fall 1998, The making of a Metropolitan University, p. 17.

**Recommendation:** *The library still needs additional space to fully meet recommended standards and to address increasing demand.*

**Criterion V.1.3.01:** *Institutions must provide access to essential references and specialized program resources for each instructional location..*

**Status: Met**

Library resources are available to all instructional locations.

**Documentation:** Student Guidebook: Policies and Procedures for Distance Education Classes, p. 7.

**Criterion V.1.3.02:** *Access to the library collection must be sufficient to support the educational, research and public service programs of the institution.*

**Status: Met**

Access to the library collection is available to students, faculty, and community members. Access to library electronic resources is available to students and faculty on campus and remotely.

**Documentation:** Library web page, Library Circulation Policy

**Criterion V.1.3.03:** *The collections of print and non-print materials must be well organized.*

**Status: Not Met**

The collections are cataloged using the Library of Congress classification and housed on open stacks. The USC System does not currently support cataloging of electronic resources.

**Documentation:** USCAN Brochure

**Recommendation:** *All electronic full text journals must be included in the USCS Library catalog.*

**Criterion V.1.3.04:** *Institutions offering graduate work must provide library resources substantially beyond those required for baccalaureate programs.*

**Status: Met**

The library meets Association of College and Research Library (ACRL) standards on collection size for both graduate and undergraduate programs. USCS has the ERIC database to support its graduate programs in education.

**Documentation:** USC Spartanburg Library Report Card for fall 1998

**Criterion V.1.3.05:** *Librarians, teaching faculty and researchers must share in the development of collections, and the institution must establish policies defining their involvement.*

**Status: Met**

Each academic discipline is assigned a library faculty member as a liaison to work with the faculty for collection development and library instruction needs. In addition, each discipline assigns a faculty member as liaison to the library.

**Documentation:** USCS library Collection Development Policy (library web site)

**Criterion V.1.3.06:** *Each library or learning resource center must have a policy governing resource material selection and elimination . . . .*

**Status: Met**

The library has a written policy that governs the selection and elimination of library materials, the Collection Development Policy 1999.

**Documentation:** Collection Development Policy 1999

**Criterion V.1.4.01:** *The institution must provide evidence that it is incorporating technological advances into its library and other learning resource operations.*

**Status: Met**

The library has added several new databases and a Computer Lab in the library. In addition, twenty-four personal computers in the reference area allow students to receive on the spot assistance. The USCS

Library is the only academic library in the state of South Carolina that maintains in-house a database containing full text articles of journals. The library continuously revises its operations to incorporate emerging technologies. Electronic databases and resources are selected using the policies for the acquisition of more traditional materials. The network infrastructure that provides access to library resources and materials has been significantly upgraded to allow voice, data, and video transmissions.
**Documentation:** Data Base Listing – Electronic Resources – USCS library web site; Computer Lab Policy Statement – library web site; USCS Computer Lab Hardware and Software – USCS library web site

**Criterion V.1.5.01:** *However, these [cooperative] agreements must not be used by institutions to avoid responsibility for providing adequate and readily accessible library resources and services.*

**Status: Met**

The USCS library meets the Standards for College Libraries (Association of College & Research Libraries, 1995) in terms of volumes in the collection. According to the Library Report Card, the standards recommend 168,600 volumes, and USCS has 214,998 volumes. This gives the library an "A" rating. Also most of the USCS databases are available to any Internet site.
**Documentation:** USC-Spartanburg Library Report Card, fall 1998; USCS Library WEB site

**Criterion V.1.5.02:** *Cooperative agreements must be formalized and regularly evaluated.*

**Status: Met**

As of August 1, 1999, all public and private South Carolina academic libraries offer joint user cards to their faculty, staff, and students. Access to collections is based on each library's borrowing policy. The

effectiveness of this arrangement will be assessed annually by the Commission on Higher Education.

**Documentation:** Library Directors' Forum Joint Borrowing Agreement

**Criterion V.1.6.01:** *Libraries and other learning resources must be adequately staffed by professionals who hold graduate degrees in library science or in related fields such as learning resources or information technology*

**Status: Met**

The library has nine full-time positions. Three graduate assistants supplement the professional librarian staff. Although USCS does not meet the ACRL "A" standard, it has as many library faculty members as peer institutions in South Carolina. All University of South Carolina Spartanburg librarians hold graduate degrees from American Library Association accredited schools.

**Documentation:** List of librarians and degrees on library web site; Promotion and Tenure Guidelines; USC Library Report Card for 1999; ACRL Standards; Institute of Museum and Library Services National Leadership Grant; Survey of Peer Institutions in South Carolina conducted in Spring 1999

**Criterion V.1.6.02:** *In exceptional cases, outstanding professional experience and demonstrated competence may substitute for this academic preparation; however, in such cases, the institution must justify the exceptions on an individual basis.*

**Status: Met**

USCS has no exceptions.

**Documentation:** Personnel files of librarians

**Criterion V.1.6.03:** *The number of library support staff members must be adequate.*

**Status: Not Met**

According to ACRL Standards, USCS should have 37.14 support staff if professional staffing standards were met at the "A" level. It currently has 13 support staff.

**Documentation:** USC Spartanburg Library Report Card for fall 1999; ACRL Standards

**Recommendation:** *More library support staff must be hired.*

**Criterion V.1.6.04:** *Institutional policies concerning faculty status, salary and contractual security for library personnel must be clearly defined and made known to all personnel at the time of employment.*

**Status: Met**

These policies are clearly stated in the USCS Faculty Manual.

**Documentation:** USCS Faculty Manual, section treating Promotion and Tenure.

**Criterion V.1.7.01:** *For distance learning activities, an institution must ensure the provision of and ready access to adequate library/learning resources and services to support the courses, programs and degrees offered.*

**Status: Met**

All distance education students have access to resources remotely; services are provided electronically. Library materials are delivered to the University Center in Greenville upon request. Distance learning students have full library privileges on campus. A professional librarian is assigned to provide distance-learning support.

**Documentation:** School of Education and School of Nursing Accreditation Reports; Student Guidebook: Policies and procedures for Distance Education Classes

**Criterion V.1.7.02:** *The institution must own the library/learning resources, provide access to electronic information available through existing technologies, or provide them through formal agreements.*

**Status: Met**

USCS owns adequate resources to support all education programs that it offers. Access is provided electronically and through formal agreements among all academic libraries in the state of South Carolina.

**Documentation:** Formal agreement of the Library Directors' Forum

**Criterion V.1.7.03:** *The institution must assign responsibility for providing library/learning resources and services and for ensuring continued access to them at each site.*

**Status: Met**

The library has appointed a distance education coordinator who regularly monitors library services at distance education sites.

**Documentation:** Library web page; Student Guidebook: Policies and Procedures for Distance Education Classes

**Criterion V.1.7.04:** *When formal agreements are established for the provision of library resources and services, they must ensure access to library resources pertinent to the programs offered by the institution [see 5.1.7].*

**Status: Met**

As of August 1, 1999, all public and private South Carolina academic libraries offer joint user cards to their faculty, staff, and students. Access to collections is based on each library's borrowing policy. This statewide agreement is necessarily broad and inclusive; nonetheless, it meets the particular needs of USCS students.

**Documentation:** Library Directors' Forum Joint Borrowing Agreement

**Criterion V.2.01:** *To support its curriculum, each institution must provide a variety of facilities and instructional support services . . . which are organized and administered so as to provide easy access for faculty and student users.*

**Status: Met**

USCS does provide a variety of facilities and instructional support services including audiovisual services through the office of Instructional Technology Services, printing and copying services, computer labs, the Nursing Learning Resource Center, the language lab, and the Writing Center. But see Criterion V.2.02 below.

**Criterion V.2.02:** *They must be adequate to allow fulfillment of the institutional purpose and contribute to the effectiveness of learning.*

**Status: Not Met**

The Educational Support Services Committee believes that the biology, psychology, and language labs and the Writing Center are deficient. The psychology lab needs more space and equipment. Biology needs more lab and lab storage space. The language lab and the Writing Center need newer equipment.

**Recommendations:**

1. *The Committee recommends that all computer-supported labs, particularly the Writing and Language Laboratories, need current discipline appropriate software and hardware as well as internet access.*

2. *The instructional support facilities, most particularly labs for psychology, biology, and languages need to be improved in terms of space, equipment, support staff and software.*

**Criterion V.2.03:** *These requirements apply to all programs wherever located or however delivered.*

**Status: Met**

Computer facilities are available at the University Center in Greenville and at USC Sumter that meet the needs of courses offered at these sites. Educational support services required for the courses offered in the RN-BSN program are available in the local receiving area.
**Documentation:** NLNAC School of Nursing Self-Study 1998; Listing of support facilities at UCG and USC Sumter

**Criterion V.3.01:** *An institution must provide evidence that it is incorporating technological advances into its operations.*
**Status: Met**

In the past five years, the campus has been completely networked. The University makes extensive use of the Internet and other current technologies in both its academic and business operations. Examples include the campus web pages, different electronic and telephone registration options available for students, distance learning facilities at Sumter and Greenville, and provision of free internet access for the residents of University Commons. A technology fee has been instituted to support the continuing development of technology on campus. The Office of Computer Services provides support for both hardware and software.
**Documentation:** USCS web site

**Criterion V.3.02:** *Information technology resources must support the planning function and the educational program component of the institution at appropriate levels.*
**Status: Met**

The University Planning Committee, the strategic planning team of the institution, uses data collected and analyzed with information technology resources and supplied by various offices on campus in its planning functions. The Information Technology Team, the strategic planning team for technology on campus, makes recommendations for the

development of technology in support of the academic functions of the institution.

Information technology resources are used to support educational programs. USCS offers courses through the web, supplements other instruction with web resources, and uses television and two-way video for distance learning. Classes use word-processing and spreadsheet as well as discipline-specific software to support instruction. Computer Services provides extensive support across campus to computer labs and faculty.
**Documentation:** UPC minutes and reports, ITT'S are posted on the USCS web page, course syllabi.

**Criterion V.3.03:** *. . . there must be a reasonable infusion of information technology into the curricula so that students exit with the fundamental knowledge and basic ability to use these resources in everyday life and in future occupations.*

**Status: Met**

All students pursuing baccalaureate degrees are required to pass a computer/technology course (CSC 138) as part of their general education requirements. Specific technology related course work in other areas of the curriculum reinforce this introductory knowledge.
**Documentation:** CSC 138 and other course syllabi; USCS Catalog, p. 56.

**Criterion V.3.04:** *Institutions must provide the means by which students may acquire basic competencies in the use of computers and related information technology resources.*

**Status: Met**

Computer labs with connections to the campus network and internet are available for student use in the Hodge Center, the School of Nursing (Nursing Building), the School of Business Administration (Media Building), the School of Education (Media Building), Writing Lab

(Humanities and Performing Arts Center), Smith Building, Campus Life Center, the Library, the University Center in Greenville, and on the Sumter campus of the University of South Carolina. In addition, connections to the campus backbone and the internet are provided in the rooms of available student housing. There is approximately one computer available on campus for every nine students enrolled. Microsoft Office (Word, PowerPoint, Access, Excel) software, an Internet browser, and 3270 emulation software for connection to the USC mainframe is installed on each computer available to students. In addition, discipline-specific software is installed in appropriate locations for each academic area.

Each degree program requires students to complete three semester hours of course work to address computer literacy. A course that specifically addresses the Windows operating system, the Internet, and the Microsoft Office suite of applications is taught each semester, including summer terms, and is the primary course used to satisfy this degree requirement.

Furthermore, students have access, both on campus and remotely via the internet, to library resources (both catalogs and online full-text databases). Reference librarians routinely give instruction in the use of these resources to classes upon request of the instructor as well as to students as they need instruction individually in the library.

**Documentation:** CSC 138 and other course syllabi; USCS Catalog, p. 56.

**Criterion V.3.05:** *There must be provisions for ongoing training of faculty and staff members so that they may make skillful use of appropriate application software.*

**Status: Met**

The Computer Services Department has offered over 200 training classes in administrative support software to faculty and staff during the academic years beginning in 1996 through the present. Initially, these were offered on a regularly scheduled basis. Currently, they are offered

on demand. Faculty and staff may also receive individual training sessions on request. USCS maintains a help desk to help users with technical problems.

Web-based training in a variety of administrative support software is available over the internet through USC Columbia.

In addition, faculty and staff are able to install the Microsoft Office software on their home computers as part of the USC System licensing agreement.

Currently, there is no institutional program for training of faculty in application software specific to teaching disciplines. The USCS Information Technology Team has recommended that a program addressing the development of faculty in using technology in instruction be designed and implemented as soon as possible. Recognizing this, the Chancellor has set aside $20,000 in the Carolina Piedmont Foundation for a "Technology in the Classroom" initiative. A faculty member has been given release time to serve as Faculty Technology Training Coordinator.
**Documentation:** Defining strategies recommended by the Information Technology Team; Memorandum from Chancellor dated Nov. 4, 1998, on "Technology in the Classroom" initiative.

**Criterion V.3.06:** *These requirements apply to all programs wherever located or delivered.*
**Status: Met**

Software and hardware comparable to that available on campus is available to students enrolled in USCS programs in Greenville at the University Center in Greenville and in Sumter at USC Sumter. Faculty members and staff involved in distance learning can participate in the on-campus training described in reference to Criterion V. 3.05 above.
**Documentation:** E-mail from the USCS Coordinator at the University Center, 8-3-00.

**Criterion V.3.07:** *Policies for the allocation and use of information technology resources must be clearly stated and consistent with an institution's purpose and goals.*

**Status: Met**

USC System policies govern general use of some information technology resources on campus. A policy for the allocation and use of technology at USCS has been approved by the Information Technology Team, the Vice chancellor for Information Systems, and the Chancellor. It is based on the Defining Strategies for Technology developed by the Information Technology Team and approved by the University Planning Committee. These strategies are based on the institutional mission statement.

**Documentation:** USCS Technology Policy.

**Criterion V.3.08:** *These policies must be evaluated regularly to ensure that academic and administrative needs are adequately addressed.*

**Status: Met**

The USCS Technology Policy contains a provision for an annual assessment of itself and its most recent implementation.

**Documentation:** USCS Technology Policy, Assessment section.

**Criterion V.3.09:** *Appropriate security measures must be installed and monitored to protect the confidentiality and integrity of academic systems, administrative systems, and institutional networks.*

**Status: Met**

Security measures for administrative systems are solely controlled by USC Columbia.

**Documentation:** USC web site, http://www.csd.sc.edu/areas/systems.asp

# Student Development Services

## SELF-STUDY: SECTION V

***Purpose***

The student development program at USCS is designed to complement the metropolitan mission of USCS with programs that promote the intellectual, physical, social, and personal growth of students. The Student Development Services component offers a full and diverse range of activities and services that supplement students' academic development, as well as a vision and mission that are both in the *USCS Student Handbook*. The goals and objectives for Student Development Services, as articulated in the current *USCS Student Handbook*, include:

- preparing students to make a successful transition to the LJSCS campus community
- promoting student retention through the provision of a wide range of support services
- offering programs and services which enable students to establish realistic education/career goals
- assisting students in obtaining the skills to secure on- and off-campus employment
- promoting the development of ethical and responsible conduct among students
- encouraging students to respect and appreciate racial, ethnic, cultural, physical, gender, and other differences
- offering health promotions and services which address primary health care needs
- supporting the interpersonal and social development of students

- presenting students with opportunities to expand their aesthetic and cultural appreciation
- facilitating active learning through collaboration with academic units and through
- experiential learning opportunities
- providing students with opportunities to develop leadership skills
- creating a sense of community through provisions of programs, services and events that facilitate positive interaction among students, faculty and staff
- establishing and maintaining a viable residential life program.

Policies and procedures pertaining to students' development goals are also published in the *USCS Policies and Procedures Manual* and are posted on the USCS web site.

The Student Development Services programs are administered through the USCS Student Affairs Division, the primary administrative unit for planning, implementing, and evaluating student services. The Vice Chancellor for Student Affairs has administrative responsibility for the division. The Vice Chancellor reports to the Chancellor. The Dean of Students, who has responsibility for student conduct, reports to the Vice Chancellor for Student Affairs. Also reporting the Vice Chancellor for Student Affairs are the Director of Residential Life, the Director of Student Development, the Director of Health Services, the Director of Opportunity Network, and the Coordinator of Diversity Programs.

Other units administer some student development programs. For example, the Office of Student Financial Aid, the office of Records and Registration, and the Office of Career Services are administered by the Executive Vice Chancellor for Academic Affairs. While each of these offices has its set of goals and objectives, they are often accomplished in conjunction with the Student Affairs Division.

The Student Affairs Division is staffed by professionals whose educational preparation and experience are appropriate to the positions held. The division administrator is a doctoral candidate with over 20 years' experience in student affairs. The Dean of Students is pursuing the terminal degree as well. Among the other staff, ten have Masters' degrees and seven are pursuing terminal degrees. Staff development is encouraged, and funds for professional travel are made available within each division budget. In addition, graduate study and research are encouraged and some assistance continues to be offered through the Carolina Piedmont Foundation. The Student Affairs Division offers flexible work schedules and adjusted responsibilities in an effort to encourage professional development.

### *Assessment*

Student development goals, services, and programs are evaluated continuously. The assessment outcomes are then used to make adjustments and improvements in the services provided so that they more accurately reflect the needs of the students and the institution. Many assessment methods are employed by the Student Affairs Division, including satisfaction and impact evaluations by students, focus group evaluations, and outside consultants. Presently, a developmental survey is being fashioned by the Counseling Center that is expected to provide even more evaluative information about the various programs in that unit. In addition to maintaining records of attendance at individual programs, equally important are the individual evaluations of the program or service and the qualitative measures of their performance. Also, many standardized assessment tools are used. Additionally, student, faculty, and staff opinions are solicited through the Student Government Association and the Campus Activities Board Advisory Committee, faculty committees such as the Student Affairs Committee, the Student Financial Aid Committee, the Athletic Advisory Committee, and the Board of

Student Media. Some of these assessment results are described where appropriate in subsequent sections of this report.

*Resources*

The USCS student life program is housed in a modern, convenient, three-story 50,000 square-foot Campus Life Center completed and initially occupied in 1995, designed to provide student services and support programs for a campus of over 4,000 students. The Campus Life Center provides office space for the Student Affairs Division as well as office and meeting space for a number of student organizations. In addition, the Campus Life Center houses a full service cafeteria and catering operation, an enlarged bookstore, a 500 seat ballroom, and other meeting facilities for campus and external group functions. Health Services occupies the ground floor of the former Activities Building in an expanded facility that makes for more efficient delivery of basic health services. Also, the Women's Resource Center, housed in the College of Arts and Sciences, provides services for a large part of the campus population; and in 1997, the University purchased University Commons, the former privately owned campus apartment units that now house 400 students in a newly developed program of residence life.

*Programs and Services*

Although academic advising and personal counseling cannot be completely separated, at USCS primary responsibility for academic advising rests with the classroom faculty while personal counseling rests with the Counseling Center, and employment counseling is administered through Career Services. Opportunity Network, a program administered under the auspices of a Title IV grant, provides a full range of academic and personal counseling activities for disadvantaged, disabled, and first-generation college students. The Counseling Center is staffed by a Director and two counselors, and an Assistant Director who handles the institution's compliance with the guidelines established by the Americans

*Academic Advising, Counseling, and Career Development*

with Disabilities Act. Opportunity Network is staffed by a Director, an Assistant Director, a full-time counselor, and a half-time tutor coordinator who manages the peer tutorial program. Programs and services offered by the Counseling Center emphasize personal development and adjustment. Students with problems that are more serious or mental disorders are referred to the appropriate mental health agencies or professionals in the community. Various personal inventories and standardized tests are administered through the center. In addition, the Assistant Director of the Counseling Center administers programs and services to students who qualify under the Americans with Disabilities Act. Because USCS still has many students who commute to class each day, the staff of the Counseling Center must be flexible and aggressive in approaching service and program delivery. The staff also must address the needs of a growing residential population. Although staff limitations severely influence the effectiveness of many of their programs, most students who have used their services are positively disposed toward the center.

Career Services was staffed by a Director, a part-time Job Location Development Coordinator, and an administrative assistant. Such a small staff makes it extremely difficult to provide services to a student body of 3500. Career Services is in a state of change. A new Director has been hired, and she is reviewing her staffing needs. Career Services has recently bee relocated to a larger, space in the CLC that is more accessible to students. It provides a comprehensive four-year career development plan that suggests how students might approach the process of career planning, employment exploration, and job placement. Several career inventories are available through Career Services, and the computerized System of Interactive Guidance Information (SIGI Plus), developed by the Educational Testing Service, has been used for a number of years in assisting students with career exploration and planning. Career Services sponsors an annual Career Fair in cooperation with other local colleges. In February 1999, approximately forty companies and agencies

participated in the Career Fair. Nearly 200 USCS students attended the Career Fair and learned about options in their fields.

In addition to individual program evaluations, the chief evaluative tool used by Career Services is the survey of graduating seniors. According to the surveys of 1998 and 1999, a small majority of the students who responded indicated that they were satisfied with the services and programs offered by Career Services.

The Career Services office conducts workshops on resume writing and job search strategies. Special programs have included mock interviews conducted by personnel managers, panel discussions on the opportunities afforded by graduate school, career topics, and programs for minority students. A series of luncheons for seniors in each school and division is held annually to acquaint students with these services and programs. In 1999-00, 250-300 students attended workshops, presentations, and symposia; approximately 100 students submitted resumes to be critiqued, and a comparable number attended the senior luncheons. Also, about 100 juniors, seniors, and graduates set up credentials files, and of these over 100 resumes were sent to prospective employers. Another 500 students attended recruitment day activities in Nursing, Accounting, and Education and the summer job fair.

### *Orientation Programs*

A comprehensive orientation program is coordinated by the Division of Student Affairs in conjunction with the Office of Records and Registration, the Office of Admissions, and the academic units. The orientation program is designed to meet the specific needs of first time freshman enrollees, transfer students, readmit, adult, and evening students, residential and commuter students, and parents. Several orientation sessions are held before the beginning of each semester; sessions are scheduled from 8 a.m. until 4 p.m.

Orientation sessions acquaint students with USCS. To that end, students receive information about policies and procedures, as well as

about university programs, activities, and services. In addition, students are given campus tours to acquaint them with the various buildings and facilities. Placement tests in English, math, and foreign languages are administered early in the day, as students later meet with their academic advisors to examine the placement test results and academic requirements and expectations prior to planning a schedule and registering for classes. Sessions address such topics as personal responsibility, cultural diversity, student activities, and student development services.

Some students, especially students targeted for Opportunity Network, are encouraged to enroll in the University 101 class. This class provides a follow-up to services and information introduced during the orientation session. University 101 also has an intervention component that attempts to alleviate problems with at-risk students who are dropout prone. Topics covered include time management, career choices, and adjusting to college. Current evaluations for University 101 indicate that students are generally pleased with the instruction and encouragement they receive.

The needs of a diverse student population are addressed in the larger orientation program by sessions that focus on the needs of adult and part-time students, students with children, commuter students, and other populations with particular needs. Much of the same information is provided to these students as others, but information specific to their situation is provided as well.

## *Student Government, Student Activities, and Publications*

For a campus of its size, USCS offers a number of opportunities for students to become active in governing the University and to participate in student activities. In the last decade, students have taken advantage of these opportunities to participate in burgeoning numbers.

### Student Government

The Student Government Association (SGA) is the chief agency for students to communicate their ideas and concerns to the university administration. Over the last decade, the SGA has evolved into an effective voice for students. The

organization holds annual elections and the trend has moved toward a spirited contest between capable leaders for the SGA presidency and the other student government offices. Students seem to regard the SGA as an effective mouthpiece for their needs, concerns, and opinions as evidenced by increased student support of SGA initiatives. One new trend with the SGA is the increased willingness to work with organizations that represent minority viewpoints, such as the African American Association and the Hispanic Club. These groups not only work closely together on matters important to all students, but there are increased partnerships among the groups to address matters of diversity and minority concerns. Also indicative of a high regard for the presence and importance of a viable SGA, the University awards full or partial tuition scholarships for the principal office holders of the SGA.

SGA participation in matters of Student Affairs and student activities has long been the norm. The Executive Vice Chancellor for Student Affairs, the Dean of Students, and the Director of Student Activities frequently meet with student leaders in mutually productive ways, and that trend continues as the student population grows. Further evidence of the evolution of the SGA into a highly regarded agency for voicing student concerns are the formal meetings that the SGA has with the Chancellor on an ongoing basis. SGA recommends student members to sit on many University standing committees including the University Planning Committee, the Student Financial Aid Committee, the Admissions and Petitions Committee, and many ad hoc committees and Task Forces, most notably the Sexual Assault Task Force and the Diversity Task Force. Faculty members have an increased appreciation for the SGA as the voice of students.

***Student Activities***

USCS sponsors a diverse offering of student activities. Over fifty clubs and organizations have University recognition and these address a broad range of student interests. Nationally recognized social fraternities and sororities have chapters on campus, including, for the first time, two

orders that are historically African American. A number of clubs and organizations focus on students' academic and honorary merits, such as the Accounting Club, the Criminal Justice Club, Gamma Beta Phi, and Omicron Delta Kappa, while others are geared toward special interests such as Amnesty International, Campus Crusade for Christ, and Pride. As the campus has attracted a greater number of traditional age students, and due in large part to the number of students occupying on-campus housing units, participation in student activities has skyrocketed over the last decade. Of course, other factors contribute to the success of student activities, such as campus leadership and faculty advisor involvement, but much of the recent success of student activities rests with the students themselves. In many instances, the campus literally bustles with multiple activities at any given time.

One unique characteristic of USCS student activities is the conscious effort on the part of the University to recognize many student activities as *co-curricular* rather than *extra-curricular*. This designation is especially true in the performing arts where groups such as the USCS Gospel Choir, the University Chorus, the Shoestring Players, the Model UN and the Debate Team all receive strong backing, financially and otherwise, from the Division of Student Affairs, the sponsoring academic units, and faculty sponsors with credentials and expertise in these areas. These organizations provide students with excellent opportunities to develop their talents, and they contribute significantly to the students' educational experience.

University policies governing student organizations are clearly spelled out in the *Student Handbook*. Every student organization is required to have an advisor who must be a full-time faculty member, staff member, or administrator. All organizations must be registered and approved. Only an approved organization is permitted to use the name and the facilities of the University. Annually, each organization wishing to continue its recognized status must file its intent with the office of the

Director of Student Activities. Recognition may be withdrawn for violation of University regulations. The Student Handbook is also very specific on the process for chartering new campus organizations.

Most student organizations may apply for student activity funds. Requests are reviewed by the Student Affairs Committee. Hearings are held and allocations are made by the Committee, subject to review by the Vice Chancellor for Student Affairs. Student activity fees are not allocated to organizations of a political or religious nature. Social fraternities and sororities have restricted membership and are thus not eligible for activity funds. These organizations finance their activities with proceeds from fund-raising activities. A unique aspect of Student Affairs funding is the emphasis on activities that promote diversity. Special funding is available to organizations that plan activities, including special programs, guest speakers, or co-sponsored events, that address in the University's goals and objectives for achieving campus diversity.

The University strictly enforces state laws on alcohol use. Alcoholic beverages are not permitted at most student functions. When alcoholic beverages are permitted, very specific procedures must be followed.

***Student Publications***

Two student publications are sanctioned by the University: *The Carolinian,* the student newspaper, and *writersINC,* the campus literary magazine. These publications function under editors who draw stipends and who are responsible to the University Publications Board.

*The Carolinian,* published weekly during the academic year, has steadily improved in quality as a result of the developing academic program in journalism, the increased availability of communications majors to work on the newspaper, and the increased quality of the faculty sponsorship of the paper. The *Carolinian* operates under a well-stated set of guidelines that are evaluated annually; the paper also operates under a well-stated principle of the freedom of the press. Not only does *The*

*Carolinian* report the news of campus events, club news, and sporting events, but from time to time has taken aim at unpopular policies without fear of retribution.

*Writers Inc.,* formerly *The Prickly Pear,* publishes annually poetry, prose, art, and photography by USCS students and faculty. Among its features is the publication of the prize-winning entries of the Gwendolyn Brooks Poetry Awards. The magazine is sponsored by a faculty advisor under the auspices of the University Publications Board.

***Student Behavior***

The *Student Handbook* details information on student rights and responsibilities under the section "Student Rights and Freedoms." Among freedoms guaranteed are freedom of expression and the pursuit of truth that the institution sees as central to the development of students and to the general well being of society. Other such protection specifically addressed in the *Handbook* are "Protection against Improper Academic Evaluation, " which concerns "prejudiced or capricious academic evaluations," "Protection against Improper Disclosure," which protects confidentiality," and "Protection from Discrimination," which "assures equal opportunity to all students." Students, however, are expected to meet the academic requirements in any course for which they enroll.

The *Handbook* further details information on student grievance procedures and is very specific about the proper procedure for redress of grievances. For example, in an academic grievance, the student would start the process by discussing the issue with the faculty member involved. If the problem is not resolved, the student should speak with the dean of the school. An appeal to the Executive Vice Chancellor for Academic Affairs is the next step if the problem is still unresolved. Similarly, there are appropriate steps delineated for the redress of non-academic grievances, generally coordinated by the Dean of Students, as well as for English fluency grievances. Each school has its own grievance policy and that sometimes generates some confusion; however, in most instances,

with appropriate dissemination of information, students are able to have their grievances heard and resolved

The *Student Handbook* also provides an extensive section on "Code of Student Responsibility." A Code of Student Conduct includes an Academic Honor Code and a Campus Discipline Code. Violations of the Academic Honor Code include bribery, cheating, and lying. A detailed explanation of plagiarism is also included. Violations of the Campus Discipline Code include violations of written university policy, persistent or gross acts of willful disobedience or defiance toward college personnel. sexual harassment or sexual and racial discrimination, stalking, extortion, and the like. These violations are categorized as major or minor infractions, and carry with them specific ranges of penalties. It is also specifically stated that the *Handbook* listing of infractions is not limited to those printed.

The *Handbook* includes a policy on sexual assault that was researched and written by the Sexual Assault Task Force convened several years ago in response to several sexual assaults on campus. The policy is very comprehensive and far-reaching and constitutes a major addition to the code of student behavior.

Violations of the Code of Student Conduct are handled by an Honor Court, with the Dean of Students serving as the principal investigation official. The *Handbook* details how to convene a deliberative body to address student infractions. While many infractions are handled without convening an Honor Court, the presence of such a court has proven to be a useful mechanism for addressing matters of student discipline. In the fall of 1998, the Division of Student Affairs offered a symposium on dealing with the disruptive student in the classroom. The participants shared national research and faculty and staff were able to share information and discuss issues pertaining to student conduct. The increased awareness of the seriousness of these matters on

the part of students and faculty alike has helped USCS to maintain a high degree of civility in various campus exchanges.

The *Student Handbook* is updated annually under the auspices of the Vice Chancellor for Student Affairs. The *Handbook* is given to every new student at the orientation session and is made available to continuing students through a number of venues.

*Student Records*

All permanent student records are maintained in the USC System Records. Advisement files of declared majors are housed in the offices of the dean or chair of the appropriate school or division. Undeclared majors are housed in the various divisions of the College of Arts and Sciences. All files are kept under lock and key during non-office hours. File cabinets holding student records are physically located within the view of at least one faculty or staff member during normal working hours. Students are not allowed to file material in their own permanent records. Student records include a program of study, a current unofficial transcript, copies of advisement forms, advisor's comments and other materials considered necessary for appropriate and accurate advisement. Placement scores, SAT scores, evidence of AP coursework, and other information are also included in freshman files.

Each office that maintains student records benefits from a periodic update and emphasis on the responsibility for maintaining privacy and security concerning student files. Failure to maintain the security of advisement records results in action by the Executive Vice Chancellor for Academic Affairs. Security of the electronic data files is the responsibility of USC Columbia's Office of Computer Resources where these records are housed along with back-up files.

Student files are released to faculty for registration and advisement. Once the advisement session is completed, the student file is returned to the respective academic units for clearing the student to register and returning the file to the secured file cabinet. While there remains a number of problems with records being maintained by the

Columbia campus, the registration process and the maintenance of files are much more convenient processes nowadays due to the various advances in technology.

*Residence Halls*

In 1997, the University completed a long awaited purchase of the former Rifle Ridge Apartments on campus. Renaming the units University Commons, USCS now offered university housing in the traditional sense. The apartment complex contains 100 two-bedroom units housing up to 400 students. Since the conversion of these to University ownership, there have been waiting lists of students desiring to live at the Commons. With the purchase of the apartment complex, a full-time Housing Director was hired to supervise the units and to develop a university housing plan. The Director of Admissions makes housing assignments each year. University Commons is regulated by comprehensive rules and regulations published and given to each occupant; evaluation of and recommendations for the housing program are accomplished by periodic residence life policies and procedures audits. In addition, training sessions for the student residential advisors and resident advisor program worksheets that detail efforts to maintain a learning environment in the apartment complex have been developed. Additional information about the housing program in a statement of "Rights, Responsibilities and Policies" regarding University Commons is included in the *Student Handbook*. The acquisition of these apartments enabled the University to address problems with the management of the complex. Since they now fall under the University's purview, the complex is better supervised, and matters of student behavior are handled in a more appropriate manner.

*Student Financial Aid*

Student financial assistance is available from a variety of sources including federal grants, loans, and work programs; state-funded scholarships and grants; and scholarships provided through the Carolina Piedmont Foundation. All student financial aid is processed and disbursed through the Financial Aid Office, under the auspices of the Executive Vice

Chancellor for Academic Affairs. Federal and state financial aid resources are awarded to individual students by a computerized award packaging system to ensure that funds are equitably allocated to eligible students. Awards are made to students with complete financial aid files on a first come, first served basis. Institutional and private funds awarded to students are manually entered into the financial aid database. Institutional funds consist of academic and performance scholarships, athletic grants-in-aid, student assistantships, and student employment on campus. Institutional funds are awarded by the Student Financial Aid committee through the Financial Aid office. Committee members are elected by the faculty. The Committee also includes student members. The Committee reviews and selects recipients of institutional scholarships not awarded through a particular school or division. Nursing scholarships, for example, are awarded by faculty and administrators from the School of Nursing, and music performance scholarships are awarded by the directors of the various performing groups. The Student Financial Aid Committee also reviews and approves operational policies and procedures of the Financial Aid Office within federal, state, and institutional guidelines. The Committee hears all student appeals of institutional procedures. Financial aid databases are interfaced through the USC system-wide mainframe computer system. Each database has eligibility routines that edit for exceptions to a variety of federal, state and institutional policies and procedures that generate reports for staff review. Financial Aid programs are subject to annual audits of compliance and fiscal integrity by federal and institutional audit procedures. The most recent federal audit, conducted for the 1996-97 academic year, revealed no findings in the administration of financial assistance, especially that which falls under the auspices of Title IV funding. A copy of the audit report is on file in the office of the USCS Director of Financial Services. Although there is a policies and procedures manual, it needs to be updated in order to ensure that currently approved practices and procedures are being employed.

*Health Services*

A variety of health services and health education programs are offered at USCS. Health Service has recently been relocated in a newly renovated facility on the ground floor of the former Activities Building. The facility is staffed by a full-time registered nurse responsible for directing health care services and conducting educational programs, on such topics as health and wellness and HIV/AIDS awareness.

The Counseling Center also offers a variety of health-related services. Counselors conduct workshops and symposia on a wide range of topics including Stress Management, Date Rape, Eating Disorders, and Alcohol/Drug Awareness. These activities are conducted for classes, for residents of University Commons, and for the general campus population. These programs and other activities such as health fairs continue to raise the level of student awareness of the necessity for maintaining health and wellness.

*Intramural Activities*

Intramural activities are supervised by the Director of Intramurals and Recreation, a member of the student affairs staff. These activities are described in the Student Handbook. Information about intramurals is posted on various bulletin boards across campus. Gymnasium facilities, racquetball courts, and a weight room are also available. While the exact number of participants in campus intramurals is impossible to document, participation in these activities seems large and steady. Such participation underscores the institution's hope that through these activities, students will form friendships outside of classroom situations and that participation in these activities will encourage an appreciation of the value of physical fitness and the importance of the wise use of leisure time.

*Proposal*

The University Commons have provided an important option for USCS students. The demand for student housing, however, has outgrown their capacity. Additional student housing under USCS supervision, on or near the campus, is needed. **Proposal:** *The University should continue its*

*efforts to secure more on-campus housing for the increasing number of students who wish to be residential rather than commuting students.*

# Criteria Audit Report: Student Development Services

**Criterion V.4.1.01:** *Student development services are essential to the achievement of the educational goals of the institution and should contribute to the cultural, social, moral, intellectual and physical development of students.*

**Status: Met**

Student Affairs provides comprehensive services, and it supports student organizations that encourage the cultural, social, moral, intellectual and physical development of each student. These include clubs related to academic disciplines like accounting, chemistry, computer science, criminal justice, health professions, history, human resources, marketing, math, psychology, science, sociology, education, nursing, and business. Publications like the student newspaper and the literary magazine provide creative and intellectual outlets for students that reinforce classroom experiences. Fraternities and sororities promote social growth. Performance groups like the Shoestring Players, the Gospel Choir, the Debate Team, and the University Singers provide opportunities for cultural and intellectual development as do religious clubs, and groups like the African-American Association, the Environmental Club, and the Campus Activity Board.

**Documentation:** Student Handbook, Freshman Parent Guide, Freshman Student Guide, Transfer Guide, Division Flowchart of Offices/Services provided by Student Affairs, Student Life web site (www.uscs.edu/student/life/organiz.html)

**Criterion V.4.1.02:** *To ensure effectiveness, the institution must develop goals for the student services program consistent with student needs and with the purpose of the institution.*

**Status: Met**

The Division of Student Affairs established goals related to the mission of the University. In turn, each unit within Student Affairs derives its goals from the broader division goals. Division and unit goals are reviewed and updated annually at a Directors' meeting held in the spring of each year.

**Documentation:** Statement of Division Goals, Individual Office Goals, Student Affairs Goals, University Mission and Goals Statement; 2000 Ps & Qs Report

**Criterion V.4.1.03:** *Appropriate student development services must be provided for distance learning programs as well as on-campus programs.*

**Status: Met**

The USCS Student Guidebook for Distance Education contains the following statement: "Distance Learners are eligible for all services offered by the University. Call or e-mail to request them. The student must come to the USCS campus for counseling, tutoring, etc. The Office of Student Affairs can be reached at 864-503-5107." The University Center in Greenville is the largest off-campus site for USCS distance learning. As the number of students taking USCS courses there grows, they should be provided on-site student development services.

**Documentation:** Student Guidebook: Policies and Procedures for Distance Education, Freshman Student Guide.

**Criterion V.4.1.04:** *The institution must clearly designate an administrative unit responsible for planning and implementing student development services.*

**Status: Met**

Student Affairs is the administrative unit responsible for planning and implementing student development services. The Vice Chancellor for Student Affairs is the administrator in charge of the program which

includes the following units: Diversity Programs, Health Services, Opportunity Network, Residential Life, Student Development, Counseling Services, Disability Services, Drug/Alcohol and Non-Traditional Student Services, and Student Life.

**Documentation:** Web Page: http://www.uscs.edu/student/affairs/sa_dir.html, and http://www.uscs.edu/univnews/humres/org.htm

**Criterion V.4.1.05:** *Appropriate policies and procedures for student development programs and services must be established.*

**Status: Met**

Written policies and procedures for Diversity Programs, Health Services, Opportunity Network, Residential Life, Student Development, Counseling Services, Disability Services, Drug/Alcohol and Non-Traditional Student Services, and Student Life are published in the Student Handbook and in more specialized publications.

**Documentation:** Student Handbook, esp. pp. 45-74; pamphlets for Counseling Services Center, Diversity Services, Housing, Minority Assistance, Student Life, Opportunity Network; Student Employee Handbook; Bylaws for the Student Media Board

**Criterion V.4.1.06:** *These services must be staffed by individuals who have academic preparation and experience consistent with their assignments.*

**Status: Met**

The Student Affairs Division is staffed by professionals whose educational preparation and experience are appropriate to the positions held. The division administrator is a doctoral candidate with over 20 years' experience in student affairs. The Dean of Students is pursuing the terminal degree as well. Among the other staff, ten have Masters' degrees and seven are pursuing terminal degrees.

**Documentation:** Memo from Vice Chancellor for Student Affairs on staff preparation; personnel files in the office of Human Resources.

**Criterion V.4.1.07:** *Exceptional cases must be justified by the institution on an individual basis. [See 5.4.1].*

**Status: Met**

There are no exceptional cases.

**Documentation:** Memo from Vice Chancellor for Student Affairs on staff preparation; personnel files in the office of Human Resources.

**Criterion V.4.1.08:** *Student development services and programs must be evaluated regularly.*

**Status: Met**

The Division of Student Affairs established goals related to the mission of the University. In turn, each unit within Student Affairs derives its goals from the broader division goals. Division and unit goals are reviewed and updated annually at a Directors' meeting held in the spring of each year. Performance in meeting these goals is also annually assessed. Based on these evaluations, programs are updated and new programs and services are developed in order to ensure the continuous development of the student.

**Documentation:** Annual Reports—Narrative and Qualitative, Program Attendance reports, Program Evaluations, Services Evaluations, Vision, Mission, and Goals for Student Affairs

**Criterion V.4.2.01:** *Human, physical, financial and equipment resources for student development services must be adequate to support the goals of the institution.*

**Status: Met**

Human, physical, financial, and equipment resources for student development are adequate to support the goals of the institution.

According to the Student Affairs Organization Chart, staffing is adequate to support the various activities. The USCS student life program is housed in a modern, convenient, three-story 55,000 square-foot Campus Life Center completed and initially occupied in 1995, designed to provide student services and support programs for a campus of over 4,000 students. The student affairs budget, annually ranges from 9 to 12 percent of the university's total budget.

**Documentation:** "Summary of Current Fund Expenditures" in Financial Resources Notebook, "Existing Facilities" in Physical Resources Notebook, Student Affairs Organization Chart.

**Criterion V.4.3.2.01:** *The institution must develop a statement of the student's role and participation in institutional decision-making.*

**Status: Met**

Section III.C of the statement of *Student Rights and Freedoms* in the USCS *Student Handbook* is titled "Student Participation in Institutional Government. It says, "the student body should have clearly defined means to participate in the formulation and application of institutional policy affecting academic and student affairs." This means the Student Government Association, which formulates positions on institutional policy and communicates them to the administration and to faculty governance. Students also have seats on faculty committees.

**Documentation:** USCS Student Handbook, 1999-2000, p. 53; Faculty Manual, Chapter II; SGA Constitution and Bylaws; USCS Faculty Senate Minutes for May 5, 2000.

**Criterion V.4.3.2.02:** *The institution must have an activities program appropriate to its purpose and encompassing student interests.*

**Status: Met**

A comprehensive activities program is integral to the overall vision, mission, and operation of the university. The activities program is

designed to accomplish in part the overarching metropolitan mission of the university and is frequently evaluated to ensure effectiveness.
**Documentation:** "Building a Campus Community" Questionnaire Analysis, The Quality Reinvestment Committee for Campus Community handout, USCS Division of Student Affairs Vision and Mission Statement, USCS Student Handbook, 1998-99, Student Life brochure, Greek Life brochure, Impact brochure, Student Organization Handbook

**Criterion V.4.3.2.03:** *The institution must develop policies and procedures governing the supervisory role of the institution over student activities.*

**Status: Met**

The institution appears to have clearly delineated policies and procedures governing the supervisory role of the institution over student activities. The organization flow chart is clear and easy to follow. There is also a list of operational objectives for this division developed by the Quality Reinvestment Committee for 1996-97; however, it seems that there should be an annual reappraisal of these operational objectives.
**Documentation:** Student Affairs Organizational Chart, Quality Reinvestment Committee Plan – Operational Objectives 1996 & 1997, Student Organization Handbook

**Criterion V.4.3.2.04:** *When student publications or other media exist, the institution must provide a clearly written statement of the institution's responsibilities regarding them.*

**Status: Met**

The institution provides a clearly written statement of responsibilities regarding student media and publications.
**Documentation:** Board of Student Media Statement of Purpose and By-laws, "Procedures and Policies of USCS Publications"

**Criterion V.4.3.3.01:** *The institution must publish a statement of student rights and responsibilities and make it available to the campus community.*

**Status: Met**

Statements of student rights and responsibilities are published annually in the USCS Student Handbook. These statements are also referenced and explained in the USCS Catalog. Detailed information regarding the rights and responsibilities pertaining to sexual assault is available in the "USCS Sexual Assault Booklet." Specific rights and responsibilities for students living in on-campus housing are published separately.

**Documentation:** USCS Handbook, 1998-99, esp. pp. 37, 45-59, 70-74; USCS Sexual Assault Booklet; University Policies and Procedures, USCS web site http:/ www.sc.edu policies indxtabl.html (see policies EOP 1.01 and EOP 1.02 and various listed under STA)

**Criterion V.4.3.3.02:** *The jurisdiction of judicial bodies (administrative, faculty and student), the disciplinary responsibilities of institutional officials, and all disciplinary procedures must be clearly defined and broadly distributed.*

**Status: Met**

Student Grievance Procedures are listed in the USCS Handbook. Sections offer a general description of what is covered by each policy and the procedures follow. The Code of Student Responsibility in the USCS Student Handbook lists how violations of campus codes are handled. The USCS Sexual Assault Booklet provides information specific to investigations of sexual assault charges involving students. Specific guidelines on the investigation of sexual harassment claims are offered in the sexual harassment policy information available through Human Resources.

**Documentation:** USCS Handbook, 1998-99; USCS Sexual Assault Booklet, University Policies and Procedures; USCS Web site http://www.sc.edu/policies/indxtabl.html

**Criterion V.4.3.4.01:** *If an institution has residence halls, it must develop policies and procedures governing them and must take reasonable precautions to provide a healthful, safe and secure living environment for the residents.*

**Status: Met**

The institution had developed policies and procedures governing residence halls. In addition, the institution has taken reasonable precautions to provide a healthy, safe and secure living environment for the residents.

**Documentation:** USCS University Commons Rules and Regulations, Residence Life Policies and Procedures Audit Report, Resident Advisor Training Schedule, University Commons Application and addenda, USCS Student Handbook, p. 3

**Criterion V.4.3.4.02:** *The learning environment in the residence halls must support the educational mission of the institution.*

**Status: Met**

The institution has taken steps to ensure that the learning environment in the residence halls supports the educational mission of the institution by annually providing or co-sponsoring a slate of educational programs. Student housing is also wired for internet connectivity to permit students easy access to technologically supported learning experiences.

**Documentation:** Resident Advisor Program Worksheet, Calendar of Educational Programs, evaluations of educational programs

**Criterion V.4.3.5.01:** *There must be provision for institution-wide coordination of all financial aid awards.*

**Status: Met**

The Office of Financial Aid and Scholarships has responsibility for all the primary and traditional functions associated with that office. These include: (1) advising students and their families about appropriate aid resources available; (2) providing counseling services which include debt management and educational financial planning; (3) overseeing the student aid application process; (4) assessing applicant need; (5) awarding aid resources in a equitable manner; (6) maintaining an up-to-date knowledge of statutory, regulatory, and other donor stipulations associated with responsible aid resource administration; (7) fiduciary responsibility for all student financial aid resources; and (8) advising the university community about aid programs. In order to provide the highest quality of student service, the office has recently upgraded its interactive Web services system. The Chancellor of the university, in signing the program participation agreement for Title IV Funds, has ordered that the Office of Student financial Aid and Scholarships be the coordinating entity for all financial aid received by students at USC Spartanburg.

**Documentation:** Title IV Program Participation Agreement. Office of Student Financial Aid Mission Statement. Office of Student Financial Aid Philosophy of Financial Aid. 2000-2001 Financial Aid and Scholarships Award Information Terms and Conditions. 2000-2001 USCS Financial Aid Information and Free Application. Office of Student Financial Aid and Scholarships Statistical Report for year ending. June 2000 1998-1999 Fiscal Operations Report and Application to Participate 2000-2001. Fall 2000 Registration Schedule, Financial Aid page 12. Spring 2001 Registration Schedule, Financial aid page 13. 2000-2001 Academic Catalog, pages 21-30. Financial Aid Information all programs. http://www.uscs.edu/admn/finaid. Student Borrower Entrance and Exit Interview Information http://www.uscs.edu/admn/finaid , link

Mapping Your Future. Federal College Work Study Program Information. http://www.uscs.edu/admn/finaid/. Office of Financial Aid and Scholarships Policies and Procedures Manual. Federal College Work Study Manual.

**Criterion V.4.3.5.02:** *All funds for financial aid programs must be audited in compliance with all federal and state requirements.*

**Status: Met**

The Office of Student Financial Aid and Scholarships consistently meets all of the reporting requirements of the U.S. Department of Education and the South Carolina Commission on Higher Education.

**Documentation:** 1999-2000 Annual Audit Report. (Contract Grant Accounting office Columbia); 1999-2000 Commission on Higher Education Review. (Contract Grant Accounting office Columbia) 1998-1999 Fiscal Operations Report and Application to Participate 2000-2001.

**Criterion V.4.3.5.03:** *An institution participating in Title IV programs must comply with the regulations in the student loan programs as established under Title IV of the 1992 Higher Education Amendments.*

**Status: Met**

The Office of Student Financial Aid and Scholarships complies with the student loan program regulations as established under Title IV of the Higher Education Act of 1965, amended 1992 and 1998 in order to remain eligible for continued program participation. As with all student financial aid programs administered in the Office of Financial Aid and Scholarships, an ongoing review of regulatory requirements and all additional program guidance is maintained and discussed both informally and formally during staff meetings and training. Evidence of proper administration of the Federal Family Education Loan Programs and

responsible debt management by USCS students and their families is the university's 1998 cohort default rate of 3.6% as reported by the U.S. Department of Education. The University's Federal Perkins Student Loan Default rate of 0.00% also demonstrates responsible administration and concern for the Well-being of our student loan borrower.

**Documentation:** U.S. Department of Education Annual Cohort Default Report, October 2000; 1998-1999 Fiscal Operations Report and Application to Participate 2000-2001; Student Borrower Entrance and Exit Interview Information. www.uscs.edu/admn finaid ; Federal Student Financial Aid Handbook; Encyclopedia of Student Financial Aid 1999-2000Annual Audit Report; Federal Perkins Student Loan Default rate (Mrs. Debi Livingston, Financial Services; U S C Columbia)

**Criterion V.4.3.6.01:** *An institution must provide access to an effective program of health services and education consistent with its purpose and reflecting the needs of its constituents.*

**Status: Met**

USCS Health Services provides an effective program of health services and education. It is housed in a newly renovated 2200 square foot facility with a staff of two full-time and three part-time workers and several student assistants. Some of the services offered are health screenings, school physicals, family planning, referrals to area services, nurse practitioner services, over-the-counter medicines, educational programs, blood pressure screenings, free measles vaccines (MMR), tetanus vaccines, Hepatitis B vaccines, PPD (tuberculosis test), flu shots (seasonal), Hemoglobin Testing, urinalysis testing, and pregnancy testing. Students responding to the SACS ACT student poll indicated that about 40% had used the service and of these 90% were satisfied or very satisfied with it; less than 1% expressed dissatisfaction.

**Documentation:** SACS ACT Student Poll

# Intercollegiate Athletics

## SELF-STUDY: SECTION V

***Background***

Ten years ago, at the time of the last SACS evaluation, several questions and more than a little controversy swirled around the USCS athletics program. Some of this related to the prospect of the university's changing its affiliation from the National Association of Intercollegiate Athletics (NAIA) to the National Collegiate Athletic Association (NCAA). The faculty believed that their reservations concerning the costs of NCAA affiliation had not been given appropriate consideration by the administration. Some confusion still existed about whether this affiliation. when proposed, meant Division I or Division II. Questions also persisted about, whether the institution was making satisfactory progress with gender equity.

Faculty oversight of the athletic program was clearly a concern in the last SACS report. The study echoed the 1981 report that a large majority of faculty either disagreed that "faculty involvement in making athletic policy is 'adequate' " or they had "no opinion". Only 24 percent in 1991 agreed with this statement. The study raised questions not only about the administration's lack of communication with the faculty as a whole but also about the role of the Athletic Advisory Committee. After reviewing several examples of this lack of communication, the study reported: "These examples indicate a breakdown in communications between the Athletic Advisory Committee and the faculty as well as the administration's sole reliance upon the Athletic Advisory Committee as a means of communicating with the faculty" (231). Permeating that study, just as in the one in 1981, was deep distrust by the faculty of the Chancellor's motives regarding intercollegiate athletics.

Misunderstandings were common and a breakdown in communications evident.

By almost any standard, the management of the intercollegiate athletics program at USCS and the overall administrative atmosphere on the campus has improved in every way since the previous self-study in 1991. Much of this improvement must be credited to a new Chancellor and new Athletic Director who have put in place a management system which provides proper control of athletic functions, particularly budgeting, and at the same time operates within an atmosphere of openness to faculty input and an overall concern for the student athlete. These two officials take pains to insure that all decisions regarding athletics are made with full disclosure of their intent and of the costs of new programs or student fee increases. Consultation with faculty and students has been, overall, consistent and above-board. This does not mean that problems and differences of opinion never arise but that the procedures for resolving problems are markedly improved from ten years ago.

## *Organization and Management*

**Philosophy.** As stated in the Athletics Department Policy Manual, 1999-2000, "The program of intercollegiate athletics is organized and conducted as an integral part of the total educational program of the University. The value of the program should be measured by its contribution to the educational objectives of the University, the opportunities provided to individual student-athletes, and its public relations value within the community"

**University Oversight.** The Board of Trustees of the University of South Carolina has legal control over all activities on the USCS campus, including the athletic program. The Chancellor of USCS answers directly to the President of the University who is directly answerable to the Board of Trustees. On a day-to-day basis, however, it is the Chancellor who most directly controls the athletic programs at USCS.

**Athletic Department.** The Athletic Director reports directly to the Chancellor and, as stated in the Athletics Department Policy Manual, "is responsible for implementation of the program goal statement objectives .... The Chancellor...evaluates the Athletic Director as to job performance and adherence to NCAA and PBAC [Peach Belt Athletic Conference] rules and regulations."

Currently the Athletic Director is assisted administratively by an Assistant AD for Academics and Compliance and by a Senior Women's Administrator who is also the tennis coach. All head coaches report to the Athletic Director who evaluates their performance and their adherence to NCAA and PBAC regulations.

**Faculty.** Faculty input to and involvement with the athletic program is now centered in the Faculty Athletic Representative (FAR). A recent measure passed by the Faculty Senate abolished the Athletic Advisory Committee which had functioned for many years, on paper at least, as the principal body for faculty involvement. This abolition was not in response to any major disenchantment with the work of this committee but was part of a larger restructuring of faculty committees to pare down their number and to streamline others. With the growth in the responsibilities of the FAR since USCS affiliated with the NCAA, it was increasingly apparent that this individual had assumed many of the duties formerly carried out by the committee. The new arrangement, it could be argued, gives even more control to the faculty. The FAR, who is chosen by the Faculty Senate, will now report directly to the Faculty Advisory Committee, the "executive committee" for faculty business. The FAR is empowered to convene an ad hoc committee to provide additional faculty input. The NCAA requires periodic self-studies by athletic programs. USCS had one due on February 15, 2001. It is being conducted by a faculty committee appointed by the USCS Athletics Director, a fact that shows the openness of the program to scrutiny by faculty members.

**Financial Administration.** The athletic budget undergoes the same management and accounting procedures as other budgeted accounts at USCS. It is included in the university's annual budget process, which the Chancellor approves. The Business Affairs Office controls all athletic financial activities, and personnel from this office meet with the Director of Athletics to monitor and supervise the budget. Athletic fund raising monies are deposited with the Carolina Piedmont Foundation (CPF) which then transfers funds to the athletic account to support its programs. CPF makes some expenditures directly on behalf of athletics. A firm not affiliated with the University independently audits CPF, and financial activity associated with athletics is managed and reviewed by the Chancellor and the Business Affairs Office.

*Current Programs*

The University of South Carolina Spartanburg currently fields ten varsity teams. Women's soccer has been added as a varsity sport and will begin play in fall 2000. At that time the division will be as follows between men's and women's sports:

| Men | Women |
|---|---|
| Basketball | Basketball |
| Cross country | Cross country |
| Tennis | Tennis |
| Baseball | Softball |
| Soccer | Volleyball |
| | Soccer |

Following several years of affiliation with the National Association of Intercollegiate Athletics (NAIA), USCS became a charter member of the Peach Belt Athletic Conference in Division II of the National Collegiate Athletic Association (NCAA). The conference includes 12 state-assisted schools in Florida, Georgia and North and South Carolina:

| | |
|---|---|
| Florida | University of North Florida, Jacksonville |
| Georgia | Armstrong Atlantic University, Savannah<br>Augusta College<br>Clayton State University, Morrow<br>Columbus College<br>Georgia State College & University, Milledgeville<br>Kennesaw State University, Kennesaw |
| North Carolina | University of North Carolina Pembroke |
| South Carolina | Francis Marion University, Florence<br>Lander University, Greenwood<br>USC Aiken<br>USC Spartanburg |

USCS has enjoyed considerable success within the Peach Belt Conference. Men's soccer has won five conference titles while men's basketball and cross-country teams have each won three. Women's basketball and softball teams have won three titles and women's volleyball two. Nationally, USCS teams have also been visible, especially men's soccer which has been regularly ranked within the top twenty of Division II over the past several years. USCS hosted national soccer championships in 1995 and 1998, which meant that the Rifles were in the "final four". They were national runner-ups in 1995 and 1998. The cross-country teams hosted the 1995 national championships. The men's basketball team qualified for the NCAA Division II national tournament in 1996 and 1998 and hosted the South Atlantic Regional in 1998. In addition to winning the conference title three times, the women's basketball team has won the PBAC Tournament twice and has participated in the NCAA Tournament three times in the 1990s.

Previously, in the NAIA the Rifles won 19 NAIA District Six titles with the men's basketball team winning the National Tournament in 1982.

USCS student athletes are competitive in the classroom as well as on the playing fields. More than one-fourth of the athletes obtained a 3.0 GPA or better during the 1997-98 academic year.

*Conclusions*

**General.** Since the previous SACS study, the question of national affiliation for the athletic program has been resolved. The move to NCAA Division II has proven to be beneficial in almost every way, especially in raising academic standards for student athletes and in monitoring the enforcement of these standards. Moreover, the costs of this move do not seem excessive compared to remaining within the NAIA. In reality, this became almost a "non-decision" when nearly all of the institutions with which USCS has competed over the years moved their affiliation to NCAA Division II. At present, USCS has no plans to move to Division I status. Its current affiliation as a member of the Peach Belt Athletic Conference raises some concerns about travel time and expense, lack of "natural" rivalries, and competition with Georgia institutions which, with that state's lottery money, fund athletics at a higher level; however, this conference affiliation has proven to be beneficial overall especially in scheduling and in maintaining a vigorous and competitive arena for all sports with institutions having similar goals for athletics. All Peach Belt schools are public colleges and universities.

**Faculty Athletic Representative (FAR).** A major improvement has been the increase in responsibilities of the Faculty Athletic Representative. This individual, elected by the general faculty, has taken on more of the responsibility for insuring that faculty concerns about the academic performance of athletes are addressed.

**Title IX.** Gender equity concerns have virtually disappeared as new administrators--Chancellor and Athletic Director--have shown their strong commitment to Title IX objectives. With the addition of women's cross country in 1994 and women's soccer in 2000, the number of men's

and women's sports, the money allocated to them, and the number of participants will come very close to meeting Title IX mandates.

**Faculty Governance.** Not surprisingly, some faculty members believe that the Faculty Senate has not been as prominent in policy decisions as it should have been. Several of the recent major decisions on athletics, e.g. raising student fees and adding the sport of women's soccer, have come from the University Planning Committee (formerly Quality Reinvestment Committee) which, although it has strong faculty representation, is not, by any standard, a "faculty" body. Overall, however, the perception of the management of the athletic program by faculty has substantially changed for the better since 1991. This is not the same thing, it must be emphasized, as saying that a large majority of faculty support the current level of funding for athletics. As at many colleges and universities, most faculty members never attend athletic events of any kind and many would not be distressed if intercollegiate athletics disappeared completely. But it is most likely not an exaggeration to say that faculty generally perceive the program as being responsibly administered.

*Recommendation*

**Recommendation:** *The USCS Athletics Policy Manual should show clearly the relationship between the University of South Carolina Spartanburg and the main campus.* The USC Board of Trustees is the legal authority for all USCS activities, including the athletic program. The Chancellor of USCS reports directly to the USC President who is answerable to the Board of Trustees. These relationships are not spelled out in the current manual.

# Criteria Audit Report: Intercollegiate Athletics

**Criterion V. 5.1.01** *The intercollegiate athletics program must be operated in strict adherence to a written statement of goals and objectives which has been developed by the administration, in consultation with the athletic director.*

**Status: Met**

The USCS Athletic Department operates in accordance with a Policy Manual, which has been updated for 1999-2000. This manual was developed with significant oversight from the Chancellor and the Faculty Athletic Representative.

**Documentation:** Athletic Department Policy Manual, 1999-2000

**Criterion V 5.1.02** *This statement must be in harmony with, and supportive of, the institutional purpose and should include explicit reference to the academic success, physical and emotional well-being, and social development of student athletes.*

**Status: Met**

The "philosophy statement" on page 1 of the Policy Manual contains several references to the athletic program "as an integral part of the total educational program of the University." The athletic program "is designed to provide important educational experiences fundamental to general educational objectives, such as healthful, recreational and expressive physical activities; training in good sportsmanship and competition; and experience in developing interpersonal relations through cooperation and teamwork, group interaction and leadership roles."

**Documentation:** Athletic Department Policy Manual, 1999-2000

**Criterion V. 5.1.03** *The intercollegiate athletics program must be evaluated regularly and systematically to ensure that it is an integral part of the education of athletes and is in keeping with the educational purpose of the institution.*

**Status: Met**

A variety of internal and external evaluations of the athletics program are conducted at regular intervals. The athletic program must meet an NCAA evaluation every five years. Every athlete who has exhausted his/her eligibility completes a questionnaire which covers several areas related to athletics and academics. In addition, the Faculty Athletic Representative (FAR) and the athletics administrative staff conduct a written and an oral evaluation of these athletes. A summary report is forwarded each year to the Chancellor. Annually, the athletic department must submit to the NCAA a report on the graduation rate which must be provided to all prospective student-athletes. Throughout the semester, academic progress reports are sent to faculty asking for information on the student-athletes in their classes.

**Documentation:** Athletic Department Policy Manual, 1999-2000, Student Questionnaire

**Criterion V. 5.1.04** *Evaluation of the athletics program must be undertaken as part of the self-study conducted in connection with initial accreditation or reaffirmation of accreditation.*

**Status: Met**

The current self-study process includes a committee on intercollegiate athletics whose sole purpose is to evaluate the USCS athletics program.

**Documentation:** USCS Self-Study Manual

**Criterion V. 5.2.01** *The administration must control the athletics program and contribute to its direction with appropriate participation by faculty and students and oversight by the governing board.*

**Status: Met**

The Athletic Department Policy Manual for 1999-2000 states: "The Director of Athletics is directly responsible to the Chancellor. The Faculty Athletic Advisory Committee, composed of administrators, faculty, and students, recommends policy to the Chancellor of the University on all matters pertaining to the intercollegiate athletic program." Within the University of South Carolina system, the USCS Chancellor reports directly to the President of USC Columbia who reports directly to the USC Board of Trustees.

**Documentation:** Athletic Department Policy Manual, 1999-2000, USCS Faculty Manual

**Criterion V. 5.2.02** *Ultimate responsibility for that control must rest with the chief executive officer.*

**Status: Met**

The chief executive officer of the University of South Carolina is the President who is answerable directly to a Board of Trustees appointed by the state legislature. The Chancellor of USC Spartanburg answers directly to the President of the University and the Athletic Director reports directly to the USCS Chancellor.

**Documentation:** South Carolina Legislative Manual, 1999, Athletics Department Policy Manual 1999-2000

**Criterion V. 5.2.03** *It is essential that responsibilities for the conduct of the athletics program and for its oversight be explicitly defined and clearly understood by those involved.*

**Status: Not Met**

The position description for the USCS Athletic Director outlines specific duties and responsibilities under the following six major headings:

Policy making and Interpretation/Compliance
Program Direction and Development
Staff Leadership
Financial Management
Facilities Administration
Contacts and Liaison Responsibilities

In addition, the Athletics Department Policy Manual spells out in detail the responsibilities of all athletic department personnel.

**Recommendation:** *The USCS Athletics Policy Manual should show clearly the relationship between the University of South Carolina Spartanburg and the main campus.* The USC Board of Trustees is the legal authority for all USCS activities, including the athletic program. The Chancellor of USCS reports directly to the USC President who is answerable to the Board of Trustees. These relationships are not spelled out in the current manual.

**Documentation:** Position Description for USCS Director of Athletics, Athletics Department Policy Manual 1999-2000

**Criterion V. 5.3.01** *All fiscal matters pertaining to the athletics program must be controlled by the administration, with ultimate responsibility resting with the chief executive officer.*

**Status: Met**

The budget for the athletics department is treated exactly like other USCS budgeted accounts and funds. It is included in the annual budget process with the Chancellor overseeing and approving the budget allocations for athletics and the Business Affairs Office controlling the

expenditure of monies. Personnel from the Business Affairs Office meet with the Director of Athletics to monitor, control and supervise the budget which is submitted to the Chancellor for his review.

**Documentation:** Report of Revenue Expenditures and Fund Balances, August 1999, Office of Business Affairs. 1999-2000 Revenue Expenditure Projections for Unrestricted Fund Account, Athletics Department Policy Manual 1999-2000

**Criterion V. 5.3.02** *If external units (alumni organizations or foundations) raise or expend funds for athletic purposes, all such financial activities must be approved by the administration, and all such units shall be required to submit independent audits.*

**Status: Met**

Externally raised athletic funds are deposited with the Carolina Piedmont Foundation (CPF) which then transfers funds to the USCS athletic account in support of programs and other expenditures. Some expenditures are made directly by CPF on behalf of athletics. An independent agency audits the Carolina Piedmont Foundation and all CPF financial activity related to athletics is managed and reviewed by the Chancellor and the Business Affairs Office.

**Documentation:** Carolina Piedmont Foundation, Independent Audit Statement (June 30, 1999

**Criterion V. 5.3.03** *The administration of scholarships, grants-in-aid, loans and student employment must be included in the institution's regular planning, budgeting, accounting and auditing procedures.*

**Status: Met**

Scholarship expenditures are budgeted in the overall USCS Budget Development Process. This includes all financial aid--grants, loans, and employment--processed through the University Financial Aid Scholarship

Office. The Athletic Department processes all reward money through the Financial Aid Office, which cuts all checks. All financial disbursements are controlled though this office.

**Documentation:** USCS Financial Report 1999, Internal Auditing Report (FY ending June 30, 1999), USCS Athletic Financial Aid Form

**Criterion V. 5.3.04** *All income, from whatever source, and expenditures for the athletics program must have appropriate oversight by an office of the institution that is independent of the athletics program.*

**Status: Met**

The Business Affairs Office meets regularly with the Athletics Department to provide assistance and maintain oversight for all expenditures, including those raised from sources outside the University.

**Documentation:** Memo, 12-4-98, from Connelly to Hall

**Criterion V. 5.3.05** *All such income and expenditures must also be appropriately audited.*

**Status: Met**

All income and expenditures of the University of South Carolina, including those of USCS, are audited by the State Auditor. In addition, USCS maintains its own internal auditing procedures.

**Documentation:** USCS Audited Financial Statement by CPF, USCS Financial Report 1999, Internal Audit Report, June 30, 1999

**Criterion V. 5.4.01** *Institutions must have clearly stated written policies pertaining to the recruitment, admission, financial aid, and continuing eligibility of athletes and, with faculty participation, must annually monitor compliance with those policies.*

**Status: Met**

The USCS Catalogue, 2000-2001 and the USCS Athletics Department Policy Manual clearly lay out the rules, procedures and

responsibilities of all employees involved in the recruitment, admission, financial aid and academic eligibility for all athletes. All such activities are monitored by the Faculty Athletics Representative and/or relevant faculty committees.

**Documentation:** Athletics Department Policy Manual, USCS Catalogue

**Criterion V. 5.4.02** *The implementation of academic, admission and financial aid policies must be the responsibility of administrators and faculty and not connected with the athletics program.*

**Status: Met**

Athletic Department personnel are not involved in the implementation of academic, admissions and financial aid policies. Financial aid is the responsibility of the Director of Financial Aid. Admissions policies are the responsibility of the Director of Admissions. Academic policies are the responsibility of the Executive Vice Chancellor for Academic Affairs.

**Documentation:** Memo from Director of Financial Aid, April 7, 1999

**Criterion V. 5.4.03** *If there are special admissions for athletes, they must be consistent with the institutional policy on special admissions for other students and be under the control of regular academic policies and procedures.*

**Status: Met**

Athletes at USCS are not admitted under any special policies. NCAA Academic Eligibility Requirements match or exceed University Admission requirements.

**Documentation:** NCAA Academic Eligibility Requirements in 2000-01 NCAA Guide for the College-Bound Student-Athlete.

**Criterion V. 5.4.04** *Academic policies governing maintenance of academic good standing and fulfillment of curricular requirements must be the same for athletes as for other students.*

**Status: Met**

There are no differences between the academic requirements for athletes and those for other students. The USCS Catalogue lists all policies governing maintenance of academic good standing and the fulfillment of curricular requirements.

**Documentation:** USCS Catalog, 1999-2000

# Administration, Corporate Entities

SELF-STUDY: SECTION VI

*Current Circumstances*

USCS opened its doors in 1967, originally intended to increase the short supply of nursing personnel in the Upstate. USCS has expanded significantly in the intervening decades, in terms of curriculum, physical plant, information resources, faculty, and student body.

No longer a two-year institution, USCS currently offers baccalaureate and master's degrees. At its founding, classes were convened in the basement of the local hospital; today the campus has grown to include over one dozen buildings. Distance learning is available through courses transmitted over satellite television, and by classes offered at the University Center in Greenville and Greenville Technical College's Greer campus. Once relying on a handful of library holdings stored in a small room, USCS today has more than 215,000 volumes, and is networked with state-of-the-art technology. In 1967, 8 faculty members taught 177 students. In the fall of 1999, USCS has 158 full-time faculty members and a total student headcount of 3781 (2948 FTE).

*Findings*

The Self-Study Committee charged with assessing the administration finds that the official policies and procedures necessary for promoting institutional goals are in place, and well publicized. More specifically, an organizational structure is in place that fulfills the duties of raising revenues and budgeting expenditures. The governing board to which this structure legally answers is the University of South Carolina Board of Trustees. Its Bylaws clearly articulate decision-making responsibilities and the criteria for meeting these.

In 1967, the South Carolina legislature created the Spartanburg County Commission for Higher Education. This body "is empowered to enter into contracts, make binding agreements, negotiate with educators and educational institutions . . . to secure for Spartanburg County and adjacent areas, the necessary facilities to provide higher education." The Spartanburg County Commission for Higher Education does not function as a governing board for USCS, but it is a vital link between the institution and the local government and community. The Commission is active in developing campus grounds and physical facilities as well as in providing valuable assistance as the institution seeks to fill its metropolitan mission.

The administration and organization of USCS are entwined with the administration and organization of USC Columbia. This conflation creates obstacles that impede USCS from pursuing its distinctive mission. The Bylaws of the Board of Trustees name President John Palms as the chief executive officer of the University of South Carolina System, and Chancellor John Stockwell as the chief operating officer of the USCS campus. The policies and procedures as specified in the Bylaws would indicate that Chancellor Stockwell reports to the President, and action is then taken by the Board of Trustees as appropriate. In theory, this would be a very workable arrangement. In practice however, other functional units at USC Columbia frequently intervene in the decision-making process. For example, recommendations from the USCS campus concerning proposed academic programs and polices are referred to offices on the USC Columbia campus for critical analysis, although no organizational chart delineating the roles of USCS administrators exists which sanctions this state of affairs. Verdicts by principals external to USCS often reverse, delay, or shelve decisions that have been thoroughly reviewed and approved by the relevant parties at USCS. The Board of Trustees does not review actions of the USCS administration, only the recommendations regarding USCS initiatives made by USC Columbia administrators.

Directly related to the mission of the University, the institutional advancement area at USCS is reasonably young and includes development and fund raising, institutional communications, and alumni affairs. Recent efforts have resulted in up-to-date alumni records; surveys have been conducted to elicit the input of graduates about current activities.

Guidelines specifying how externally funded grants and contracts must fit with the mission of USCS, as well as the rights and responsibilities of Principal Investigators, are available to faculty. Nevertheless, the Sponsored Programs and Contract and Grant Accounting offices at the USC Columbia campus exercise ultimate control over the awarding of grants and contracts to USCS personnel.

*Strengths and Weaknesses*

The administrative organization of USCS is firmly grounded. Detailed position descriptions provide clear understanding of the administrators' professional obligations. Officers are generally well qualified and possess the appropriate credentials. The administration is effectively supported by several advisory councils that supply community and business advice, council, and support.

The office of Alumni Affairs maintains complete and accurate records on the USCS alumni base. USCS has an organized fundraising program and excellent donor records. This database is in an on-line, real time system so it can be maintained to the highest level of accurate, current information.

The weaknesses of the USCS administrative organization include limitations on the opportunities of the Chancellor to appear before legislative committees on behalf of the University. This leads to inequities in the state funding level of USCS as compared to peer institutions in South Carolina. Another limitation includes the lack of campus control over promotion and tenure judgments, as well as graduate programs once they are approved by the University of South Carolina Board of Trustees.

Indeed, USCS has been unable to submit proposals to the Commission on Higher Education because of criticisms raised by USC Columbia academic units. Additionally, USC Columbia has access to our alumni base, which causes duplicate solicitation of USCS graduates. The USC Columbia donor prospect reservation system is designed to benefit the main campus to the exclusion of USCS development and its solicitation efforts.

As part of the University of South Carolina System, USCS has all grants and contracts administered by the Sponsored Programs (SPAR) and Contract and Grant Accounting (CGA) offices in Columbia. USCS employs a Grants Administrator who serves as a liaison between the Principal Investigators in Spartanburg and these offices in Columbia. SPAR in Columbia actually processes the grants and CGA does all billing and financial reporting, which is cost-effective for USCS. For these services, USC Columbia receives only twenty percent of the indirect costs generated by USCS grants. Those developing grant proposals in Spartanburg however have to allow for an extra day or two when trying to meet funding deadlines.

The University of South Carolina System maintains institutional control through the central processing provided by the SPAR and CGA offices, which oversee the administration of all grants and contracts. The System requires signatures from the Principal Investigator, the Department Chair, the Dean, the Grants Officer, the Vice Chancellor and Chancellor in Spartanburg, along with the SPAR officer and Signatory Authority in Columbia. These sign-offs ensure that all grants and contracts comply with the University of South Carolina mission before they are even submitted for funding consideration. This allows for consistency across campuses, but it sometimes creates difficulties because System goals are not always in line with those of USCS.

*Conclusion*

Many administrative functions are handled by USC Columbia as if USCS were a department on that campus. Raises and reclassifications of positions for USCS personnel require USC Columbia approval; new graduate courses for USCS are referred to the USC Columbia Graduate Committee for approval; the USC Columbia Faculty Senate has overturned USCS faculty approved academic polices; grants and contracts require Chancellor approval on this campus—but he signs a form as a dean, with higher approval possibly needed; and so on. The appearance of a separate university is just that—appearance. In reality, USCS functions as a branch or department of USC Columbia.

The status quo represents a case where polices and procedures are not commensurate. Some of the areas controlled by various administrative units at USC Columbia include USCS legal functions, payroll and personnel activities, library processing, information technology policies, requests for new undergraduate and graduate curricula, promotion and tenure deliberations, fundraising, and grant and contract procedures. This state of affairs significantly stymies the institutional effectiveness of USCS.

Being affiliated with the University of South Carolina System has dramatically contributed to the growth and development of USCS; not only because of name recognition, but also because of the numerous material assets the main campus has supplied. Nevertheless, it is now time for the parent to appreciate the autonomy its offspring has justifiably earned. This acknowledgement is in the best interests of both parties. As a research institution, USC Columbia should pursue its own vision of becoming one of the elite members of the Association of American Universities, unencumbered by its present paternalistic obligations to a school with an entirely different mission.

*Recommendations*

**Criterion VI.1.5.01:** *USCS, in its relation with USC Columbia, should have an administrative organization that works in practice according to the policies and procedures specified in the Bylaws of the Board of Trustees.*

**Criterion VI.1.5.02:** *USCS should have the administrative responsibility and authority for all its educational offerings and functions.*

**Criterion VI.5.02:** *USCS should have institutional control over the administration of research projects.*

**Criterion VI.5.08:** *USCS should have the administrative control over its research and instruction.*

**Criterion VI.5.09:** *USCS must safeguard control over its own activities.*

# Criteria Audit Report: Administration, Corporate Entities

**Criterion VI.1.01:** *The administration of an institution of higher education has the responsibility for bringing together its various resources and allocating them effectively to accomplish institutional goals.*

**Status**: **Met**

The administration of USCS has the responsibility for bringing together its various resources and allocating them effectively to accomplish institutional goals. Specific policies and procedures are written, published, and followed for the raising of the necessary revenue and for the budgeting of expenditures so that all units have appropriate roles and responsibilities.

**Documentation:** QRC Plan; Budget Instructions.

**Criterion VI.1.1.01:** *The name of an institution, the titles of chief administrators, the designations of administrative and academic divisions, the terms used to describe academic offerings and programs, and the names of degrees awarded must be accurate [see 6.1.1].*

**Status**: **Met**

The name of this institution, the titles of its chief administrators, the designations of administrative and academic divisions, the terms used to describe academic offerings and programs, and the names of degrees awarded are accurate, descriptive, and appropriate as they appear in the USCS College Catalog. This information is reviewed annually and revised as necessary.

**Documentation:** USCS Catalog. Organization and Administration at www.uscs.edu univnews humres org.htm

**Criterion VI.1.2.01:** *Although titles and functions vary, the governing board is the legal body responsible for the institution and for policy making.*

**Status: Met**

The USC Board of Trustees is the governing board that has the legal responsibility for the University System, including USCS, and sets policies System-wide.

**Documentation:** USC Board of Trustees Bylaws, Article 3, USCS 2000-20001 Academic Catalog, USCS Faculty Manual.

**Criterion VI.1.2.01a:** *A military institution authorized and operated by the federal government to award degrees and prohibited by authorizing legislation from having a board with ultimate legal authority must have a public board . . .*

**Status: Does not apply to USCS**

USCS is not a military institution.

**Criterion VI.1.2.02:** *Except under clearly defined circumstances, board action must result from a decision of the whole, and no individual member or committee can take official action for the board unless authorized to do so.*

**Status: Met**

USC Board of Trustees action does result from a decision of the whole, and no individual member or committee takes official action for the Board unless authorized to do so.

**Documentation:** USC Board of Trustees Bylaws: Article 9, Sections 10 and 11; Article 6, Section 1 (a).

**Criterion VI.1.2.03:** *The duties and responsibilities of the governing board must be clearly defined in an official document.*

**Status: Met**

The duties and responsibilities of the USC Board of Trustees are clearly outlined and defined, along with the titles of the officers and their responsibilities to the Board.

**Documentation:** USC Board of Trustees Bylaws: Article 3, Sections 1-20; Article 5, Sections 1-6.

**Criterion VI.1.2.04:** *This document must also specify the following: the number of members, length of service, rotation policies, organization and committee structure, and frequency of meetings.*

**Status**: **Met**

The USC Board of Trustees Bylaws clearly address the topics of membership, meetings, and committee structure.

**Documentation:** USC Board of Trustees Bylaws: Article 2, Sections 1-2; Article 5, Sections 1-6; Article 6, Sections 1-2; Article 7, Sections 1-7; Article 8, Section 1; Article 11, Section 1.

**Criterion VI.1.2.05:** *There must be appropriate continuity in the board membership, usually provided by staggered terms of adequate length.*

**Status**: **Met**

Staggering of terms of the members of the USC Board of Trustees assures appropriate continuity of membership.

**Documentation:** USC Board of Trustees Bylaws: Article 2, Section 2.

**Criterion VI.1.2.06:** *A board member may be dismissed only for cause and by procedures involving due process.*

**Status**: **Met**

If a vacancy should occur among the elected members of the Board, Section 59-117-30 of the Code allows the Governor to appoint a person to fill the post during the interim until the next session of the General Assembly. Also under this section of the Code, members of the

Board draw compensation as allowed for boards, commissions, and committees. The statutes make no provision for removing a member of the Board, nor is there any precedent for such action. There are no provisions for dismissal for cause; neither are there any procedures relating to such action, apart from those that apply to any elected public officer.

**Documentation:** USC Board of Trustees Bylaws; Section 59-117-30 South Carolina Code

**Criterion VI.1.2.07:** *The responsibilities of the governing board must include the following functions: establishing broad institutional policies, securing financial resources to support adequately the institutional goals, and selecting the chief executive officer.*

**Status: Met**

The responsibilities of the USC Board of Trustees do include the following functions: establishing broad institutional policies, securing financial resources to support adequately the institutional goals, and selecting the chief executive officer.

**Documentation:** USC Board of Trustees Bylaws: Article 3, Sections 1, 4, 11, 12, 17, and 18.

**Criterion VI.1.2.08:** *In addition, the governing board must have in place proper procedures to ensure that it is adequately informed about the financial condition and stability of the institution*

**Status: Met**

The USC Board of Trustees has in place proper procedures to ensure that it is adequately informed about the financial condition and stability of the institution. For example, they levy fees and charges, review and approve requests for appropriations, review and approve annual budgets and budget changes, approve all gifts, and approve all loans.

**Documentation:** USC Board of Trustees Bylaws: Article 3, Sections 8-12, 15, 17, 18, and 19; Article 7, Section 7.

**Criterion VI.1.2.09:** *The board must not be subject to undue pressure from political, religious or other external bodies.*

**Status: Met**

The USC Board of Trustees is not subject to undue pressure from political, religious or other external bodies.

**Documentation:** USC Board of Trustees Bylaws: Article 2, Section 1; Article 15, Sections 2 and 3.

**Criterion VI.1.2.10:** *There must be a clear distinction, in writing and in practice, between the policy-making functions of the governing board and the responsibility of the administration and faculty to administer and implement policy.*

**Status: Met**

The USC Board of Trustees establishes the University's policies and goals and directs the President (CEO) of the University System to implement and achieve the policies and goals. The Chancellor of USCS is responsible for the administration and implementation on the USCS campus and does so through the members of his cabinet. The Board has a committee structure that includes the Academic Affairs and Faculty Liaison Committee. As such, the Committee is kept informed of academic programs, receives proposals relating to educational policies and programs, and receives recommendations for the Board's information as related to the University's goal of academic excellence. The Committee serves as first forum of appeal in certain specific faculty matters.

**Documentation:** USC Board of Trustees Bylaws: Article 3, Section 4; Article 11, Section 2 (a) and (f); USCS Faculty Manual, Section I.

**Criterion VI.1.4.01:** *The institution must publish official documents which contain, but are not limited to, the following information: [see 6.1.4].*

**Status: Met**

Most items pertaining to faculty members are covered in the USCS Faculty Manual. Those treating staff are in the Staff Handbook. The USC Policies and Procedures Manual contains items concerning both.

**Documentation:** USCS Faculty Manual; USCS Staff Handbook; USCS Organizational Chart; University Policies and Procedures Manual; USCS Web Cite, www.uscs.edu (for links to appropriate documents).

**Criterion VI.1.5.01:** *The administrative organization must reflect the purpose and philosophy of the institution and enable each functional unit to perform its particular responsibilities as defined by the stated purpose of the institution.*

**Status: Not Met**

Although the administrative organization of USCS is effective and reflects the purpose and philosophy of this campus, the administrative structure linking USCS to USC is problematic. The policies and procedures specified in the Bylaws of the Board indicate the Chancellor reports to the President, and action is then taken by the Board of Trustees as appropriate. In practice, however, other functional units at USC intervene in the decision-making process. Thus, the administrative organization of USC does not enable each functional unit at USCS to perform all of its particular responsibilities as defined by the stated purpose of USCS.

**Recommendation:** *USCS, in its relation with USC Columbia, should have an administrative organization that works in practice according to the policies and procedures specified in the Bylaws of the Board of Trustees.*

**Criterion VI.1.5.02:** *Administrative responsibility and authority for all educational offerings and functions must be be clearly identified and each institution must develop, publish and make available an organizational chart clearly delineating lines of responsibility and authority.*

**Status: Not Met**

On-campus administrative responsibility and authority for educational offerings and functions is clearly identified. The flow of responsibility and authority in the USC Columbia-USC Spartanburg structure differs in practice from stated policy as noted for the previous criterion.

**Recommendation:** *USCS should have the administrative responsibility and authority for all its educational offerings and functions.*

**Criterion VI.1.5.04:** *The duties of the chief executive officer, and of other administrative officials directly responsible to the chief executive, must be clearly defined and made known to faculty and staff.*

**Status: Met**

This information is available on the USCS Web Site.

**Documentation:** USCS Web Site, Organization and Administration at www.uscs.edu/univnews/humres.org.htm

**Criterion VI.1.5.05:** *Administrative officers must possess credentials, experience and/or demonstrated competence appropriate to their areas of responsibility.*

**Status: Met**

Job descriptions listing the necessary qualifications of administrative officers are posted on the USCS Web Site, and these criteria are satisfied by incumbents in the positions. The personnel files for administrative officers contain the advertisement for their position and

their vitae; it is easy to check whether these individuals have the appropriate credentials.

**Documentation:** The USCS Web Site, Organization and Administration at www.uscs.edu/univnews/humres/org.htm, personnel files in the Office of Human Resources.

**Criterion VI.1.5.06:** *The effectiveness of all administrators, including the chief executive officer, must be evaluated periodically.*

**Status**: **Met**

Two systems of evaluation are used with administrators at USCS. Some are classified employees, whose jobs, pay, etc. are described in a state of South Carolina job classification system. These employees are evaluated annually on the anniversary of their hiring using the Employment Performance Management System (EPMS). Other administrators--those in tenure-track positions--are unclassified, and they are subject to annual reviews by their supervisors. The Chancellor is reviewed by the President of USC annually.

**Documentation:** USCS Web Site, www.uscs.edu/univnews/humres/org.htm.

**Criterion VI.2.01***: If there is an advancement program, it must be directly related to the purpose of the institution.*

**Status**: **Met**

The advancement program at USCS relates directly to the purpose of the institution. Article VII of the Bylaws of The Carolina Piedmont Foundation, Inc. says that all grant requests will be screened by the Executive Director of the Foundation, the USCS Executive Vice Chancellor for Academic Affairs, and the USCS Chancellor to determine if the program or project is "sufficiently integral to the mission of the institution" before it is sent to the Board for review. However, the

advancement program of the USC System does not relate directly to the purpose of USCS.

**Documentation:** 1998-99 USCS Development Policy Manual, p. 2 and p. 5; Policy for Management of Carolina Piedmont Foundation Funds, Item A1; Carolina Piedmont Foundation Agreement—Policy for Utilization of Personnel, Facilities, and Resources. Bylaws: The Carolina Piedmont Foundation, Inc., Article VII, g, 3.

**Criterion VI.2.2.01:** *All fund raising must be related to the purpose of the institution.*

**Status: Met**

Fund-raising at USCS relates directly to the purpose of the institution. Donated funds help create and renovate laboratories and classrooms; they are used to support faculty development and to provide student scholarships. However, the fund raising mechanism of the USC System does not directly relate to the purpose of USCS.

**Documentation:** 1998-99 USCS Development Policy Manual, p. 2 and p. 5; Policy for Management of Carolina Piedmont Foundation Funds, Item A1; Carolina Piedmont Foundation Agreement—Policy for Utilization of Personnel, Facilities, and Resources.

**Criterion VI.2.2.02:** *All aspects of fund raising must be incorporated into the planning process and evaluated regularly.*

**Status: Met**

Planning for successful fund raising is a vital part of the University mission in pursuit of excellence. The Carolina Piedmont Foundation Bylaws provide for an annual evaluation of how funds are collected and spent. Fund raising priorities are evaluated annually under the University Planning Committee's agenda. Annual and capital campaign initiatives were established through a needs survey and incorporated into the USCS long-range plan and into the annual Strategic Plan.

**Documentation:** USCS 1998-99 Development Policy Manual, p. 3, pp. 6-8; Carolina Piedmont Foundation Bylaws, Article 4, Section 1 (b); Quality Reinvestment Committee [renamed "University Planning Committee"], 1998-99 Strategies; Quality Reinvestment Committee Plan.

**Criterion VI.5.01:** *Externally funded grants and contracts must be related to the stated purpose of the institution.*

**Status: Met**

Externally funded grants and contracts are related to the Metropolitan Mission of USCS. The University employs an internal processing form, called a P/AP, which requires signatures from the Principal Investigator, the Department Chair, the Dean, the Grants Officer, the Vice Chancellor and the Chancellor in Spartanburg, and the SPAR officer and Signatory Authority in Columbia. These sign-offs ensure that all grants and contracts comply with the university mission and purpose before submission to the appropriate funding agency.

**Documentation:** Proposal/Award Processing Form; Guide to the Preparation and Submission of Proposals and to Contract and Grant Administration.

**Criterion VI.5.02:** *The institution's policy on such grants and contracts must provide for an appropriate balance between grant and contract activity and instruction, and guarantee institutional control over the administration of research projects.*

**Status: Not Met**

Because USCS is a teaching university, teaching effectiveness is the most important component of each faculty member's job. The sign-off procedure (the P/AP form) assures that division chairs and deans are aware of each faculty member's grant and contract commitments. However, institutional control is maintained by the Sponsored Programs and Contract and Grant Accounting offices at USC in Columbia, which

oversees the administration of all grants and contracts. While these offices consult USCS faculty and staff, they, rather than USCS personnel, have control over the process.

**Recommendation:** *USCS should have institutional control over the administration of research projects.*

**Documentation:** USCS Faculty Manual; Proposal/Award Processing Form; Guide to the Preparation and Submission of Proposals and to Contract and Grant Administration.

**Criterion VI.5.03:** *The researcher's freedom to investigate and report results must be preserved.*

**Status**: **Met**

USC has established several policies to ensure the freedom of researchers, and USCS currently conforms to these regulations. These policies treat the handling of data and intellectual property as well as academic freedom. The academic freedom policy in the Faculty Manual says " faculty members are entitled to full freedom in research and in the publication of the results."

**Documentation:** USC Policy SPAR 1.05 (Data Access and Retention); USC Policy ACAF 1.33 (Intellectual Property Policy); Guide to the Preparation and Submission of Proposals and to Contract and Grant Administration; Faculty Manual, Chapter 2 "Statement on Academic Freedom.".

**Criterion VI.5.04:** *The institution must establish a clear policy concerning a faculty member's division of obligations between research and other academic activities.*

**Status: Met**

USCS has established a clear policy concerning a faculty member's division of obligations between research and other academic activities. Faculty members have three principal obligations: teaching,

research, and service. Teaching is the most important. Performance in all three areas is defined and evaluated as part of the annual administrative review and the promotion and tenure processes.

**Documentation:** USCS Faculty Manual, Chapters 5 and 6.

**Criterion VI.5.05:** *It must ensure that this policy is published in such documents as the faculty handbook and made known to all faculty members.*

**Status: Met**

USCS does ensure that this policy is published in the Faculty Manual on the web and is thus made known to all faculty members.

**Documentation:** USCS Faculty Manual, Chapters 5 and 6; USCS Web Site, http: www.uscs.edu issues governance.htm .

**Criterion VI.5.06:** *Where applicable, the institution must develop policies regarding summer salaries paid from grant and contract funds, salary supplements paid from grants during the regular academic year, and fees for consultative services provided by faculty members.*

**Status: Met**

USC has developed detailed policies addressing each of these issues, and USCS conforms to these regulations.

**Documentation:** USC Policies and Procedures Manual: ACAF 1.36 Salary Grant Relief Incentive Plan, HR 1.81 Summer Compensation for Faculty, and BUSF 3.09 Consultant Services.

**Criterion VI.5.07:** *These policies must also be published and made known to the faculty.*

**Status: Met**

These policies are published in the USC Policies and Procedures Manual, and posted on the USC Web Site which is accessible to USCS faculty members.

**Documentation:** USC Policies and Procedures Manual; USC Web Site, http://www.sc.edu/policies/ .

**Criterion VI.5.08:** *In accepting funds from outside agencies, the institution must ensure that it maintains control over research and instruction.*

**Status: Not Met**

The University System employs an internal processing form, called a P/AP, which requires signatures from the Principal Investigator, the Department Chair, the Dean, the Grants Officer, the Vice Chancellor for Academic Affairs, the Chancellor, and the SPAR officer and Signatory Authority at USC. These sign-offs ensure that all grants and contracts are in compliance with the USC mission and purpose before they are even submitted for funding consideration. In addition, the SPAR office will not sign off on grants that are not in compliance with USC policies and procedures. While it consults USCS faculty and staff, the Sponsored Programs Office at USC maintains institutional control over the grants and contracts process.

**Recommendation:** *USCS should have the administrative control over its research and instruction.*

**Documentation:** SPAR 1.05 Data Access and Retention; USCS Faculty Manual; Proposal/Award Processing Form; Guide to the Preparation and Submission of Proposals and to Contract and Grant Administration.

**Criterion VI.5.09:** *Because many agencies attach stringent regulations directing and limiting the activities for which they provide funding, the institution must safeguard control over its own activities.*

**Status: Not Met**

The University System employs an internal processing form, called a P/AP, which requires signatures from the Principal Investigator, the

Department Chair, the Dean, the Grants Officer, the Vice Chancellor for Academic Affairs, the Chancellor, and the SPAR officer and Signatory Authority at USC. These sign-offs ensure that all grants and contracts are in compliance with the USC mission and purpose before they are even submitted for funding consideration. In addition, the SPAR office will not sign off on grants that are not in compliance with USC policies and procedures. While it consults USCS faculty and staff, the Sponsored Programs Office at USC maintains institutional control over the grants and contracts process.

**Recommendation:** *USCS must safeguard control over its own activities.*

**Documentation:** Proposal/Award Processing Form; Guide to the Preparation and Submission of Proposals and to Contract and Grant Administration.

**Criterion VI.5.10:** *Continuity of support for general institutional activities must not be endangered by acquisition of research grants and contracts.*

**Status: Met**

Most funding sources will not make grants for activities already in process on campus. The activities are usually new projects that would not exist without the grant funding. When grant-funded activities are or become central institutional activities, provisions are made to continue them after grant funding is gone. We use temporary grant slots to employ staff paid 100% by grant funds. Those positions are "at will" and are terminated without any formal procedures when the grant ends. Allocation of institutional matching money for grants must be approved as part of the USCS budgetary deliberations that takes into account continuity of support for general activities.

**Documentation:** HR 1.85 Temporary Grant Employees; USCS Financial Reports.

**Criterion VI.5.11:** *Grants must be awarded and contracts must be made for specified periods of time.*

**Status: Met**

Funding sources determine the beginning and ending dates of grant and contract awards. The SPAR office at USC prepares an Account Memorandum for each new award, and those list the dates of the project. Every month, the Principal Investigators receive statements which list budget and expenditures, and which also list the university account number and the dates of the project. Principal Investigators also have access to USC's mainframe accounting system, which lists more updated budget and expenditure information than the printed statements, as well as the dates of the project.

**Documentation:** Account Memorandum; print-out of mainframe accounting page; the On-Demand System; the Financial Data Warehouse.

**Criterion VI.5.12:** *It is also important that an institution not become dependent upon indirect cost allowances from grants and contracts to support its regular operating budget.*

**Status: Met**

USCS is not a research institution and does not generate large indirect cost allowances from grants and contracts. It recoups indirect costs only on research and other grants under $200,000. For all other grants the money reverts to the State of South Carolina. The vast majority of our grants are service-oriented, so we generate very little indirect costs. For 1997-98, the total was approximately $3,700. The money generated is distributed according to the following policy: 24% to the sponsoring school or college; 24% to the sponsoring division; 20% to USC Columbia; 20% to Grants Administration; and 10% to Business Affairs. These moneys are only used to support grant activities.

**Documentation:** USCS Policy Governing the Distribution of Indirect Cost Recovery; USC Indirect Cost Rates.

**Criterion VI.6.01:** *When an institution is reliant upon such an entity . . .documentation outlining the mutual relationship and benefits must be maintained by the institution.*

**Status**: **Met**

The Office of Business Affairs has defined the relationship between USCS and the Carolina Piedmont Foundation in a document titled "Carolina Piedmont Foundation: Policies and Procedures."

**Documentation:** "Carolina Piedmont Foundation: Policies and Procedures"; Carolina Piedmont Foundation Bylaws.

**Criterion VI.6.02:** *This documentation must include the following a description of the separately incoporated unit's activities; a statement demonstrating the manner in which the activities relate to the purpose of the institution; a current roster of board members of the unit, including institutional personnel and board members who have responsibilities with both the institution and the incorporated entity, whether they are additionally compensated by the entity or not; a copy of the separately incorporated unit's annual financial audit report for the most recently completed year; and copies of the charter and bylaws of the unit.*

**Status**: **Met**

The Carolina Piedmont Foundation Bylaws includes the appropriate documentation.

**Documentation:** Carolina Piedmont Foundation Bylaws.

# Financial Resources

## SELF-STUDY: SECTION VI

*History and Financial Stability*

The University of South Carolina consists of eight campuses: a research institution in Columbia, senior comprehensive institutions in Aiken and Spartanburg, and two-year regional campuses in Beaufort, Lancaster, Salkehatchie, Sumter, and Union.

The USC Columbia President is Chief Operating Officer (COO) of USC Columbia and as Chief Executive Officer (CEO) of the entire USC system. This creates at least the potential for a conflict of interest because the President has responsibility for the welfare of the entire system and for the best interests of one of its campuses. The Aiken and Spartanburg campuses both have Chancellors who report directly to the President, and the regional campuses are headed by Deans. The Chancellor is the COO of USCS.

Financial and Business operations of USCS are sometimes reported to the Board of Trustees directly by the COO, but are more usually reported through a committee structure that provides for USC Columbia staff, particularly the CEO, to report USCS activity as part of an annually audited system-wide financial report. At times, this process limits and distorts Board access to USCS information.

Over the past 10 years, the University of South Carolina Spartanburg current fund revenue has more than doubled, increasing from $15.2 million in 1988-89 to more than $33.0 million in 1998-99. Although educational and general expenditures have also increased--from $14.3 million in 1988-89 to over $29.3 million in 1998-99--our revenues have continuously exceeded our operating expenses.

USCS is currently funding all of its programs at minimally adequate levels that allow them to sustain realized growth and support institutional needs. From 1994-1998 enrollment increased 8.1%, the second highest among public senior institutions in South Carolina. USCS receives 21.5% less in state appropriations than does the top school in the sector, but it still spends 51.3% of our E&G funds for instruction and academic support, third among the nine sector schools. However, investments in institutional support and operation and maintenance are well below the other sector schools. USCS will, of course, have to address the significant under-funding in these areas soon or suffer in the long term. USCS has been consistently under-funded, perhaps in part because it has not been allowed to employ its own lobbyists. As part of the USC system, it has been represented by USC lobbyists who have a primary responsibility to the Columbia campus.

The Columbia campus also sets policies and procedures for all campuses of the university system, and therefore the USCS Chief Financial Officer has neither maintenance of personnel records nor administration of personnel policies governing the staff.

***Budget Planning Process***

USCS has educational planning integrated into the annual budgeting process. Because of the significance of long-term management of financial resources, a brief explanation of the process follows:

The Quality Reinvestment Committee (QRC) was established in 1994 as a planning body for the institution. Based on QRC guidance, USCS adopted its current metropolitan mission, which defines the overriding educational goals for the institution. With the metropolitan mission as a guiding force, many research groups made recommendations that were translated into yearly QRC Planning Documents and the Quality Reinvestment Plan, 1995-2000. These documents were used to guide resource allocations, and budget requests were tied to and justified by QRC plans.

The Deans developed the instructional budget with input from the division chairs (unit managers). The business office sent the Budget Request Form (which included the base budget from the previous year, with salaries annualized) to each unit manager to submit requests for new initiatives. The Academic Council recommended the priority ordering for the funding of new initiatives and summarized these by Cabinet Area for the instructional budget. The other budget areas (for the other areas represented in the Chancellor's Cabinet; e.g. Business Affairs) were like the instructional budget. The Chancellor's Cabinet recommended the final priority ordering to the Chancellor, and his final ordering was presented to the Chancellor's Cabinet, the QRC, and the Faculty.

Three major weaknesses were identified in this process:

- Current budgets are determined by previous budget requests, instead of by the mission and goals of the institution.
- Once the budget requests left the unit manager level (e.g., division chairs), the administration developed the priority funding order with minimal input from the QRC.
- Budget requests for items such as a new position were made in isolation in the academic area, without considering the costs needed to support that position from other budget areas (e.g., furniture needs, office space needs and computer needs).

Therefore, in the summer of 1999, the Chancellor created the University Planning Committee (UPC), and the Office of Strategic Planning simplified the QRC educational goals into four categories and redefined the strategic plan. This change comprised more than a change in name, it included major adjustments to the budgeting process to more closely tie planning at all levels to the budgeting process. Currently, the process is as follows:

At the beginning of the fall semester, the UPC publishes its planning calendar which begins the budgeting process. Each unit develops a unit plan. For the academic area, these units are the four

divisions of the College of Arts and Sciences and the three professional schools. Each plan ties its unit's goals and objectives to the University's strategic plan based on the University mission. Unit plans include a resource request for people, equipment, and dollars. Unit managers submit the unit plans with the financial resources identified and listed in priority order to the respective Vice Chancellor or Cabinet member. For the College of Arts and Sciences, the dean meets with the division chairs to put all College requests in order of priority.

Each Vice Chancellor then begins the process of setting priorities. The plans, with the suggested priorities, are submitted to the UPC for review. At the beginning of the Spring Semester, the UPC reviews the plans and develops an operational plan. This plan recommends campus-wide tactics that are to be pursued on an annual basis to advance the strategic plan. The operational plan includes a general listing of priorities (e.g., should the part-time action plan or salary equity receive higher priority). During the spring University Day, the operational plan is presented to the campus community for discussion.

The UPC then begins the process of refining the priority listings from the Cabinet members and combining them into a comprehensive budget plan. This change in the process is significant in that the UPC recommends the priority ordering to the Administrative Council, which includes the campus directors, deans and cabinet members. Previously, each member of the Chancellor's Cabinet presented his or her own priority ordering, and the Cabinet and the Chancellor decided the final ordering. The broadly representative UPC is now key in this process, and the Administrative Council, which includes many of those originating requests, is included in the process. The Cabinet, Chancellor and Chief Financial Officer determine a final detailed budget that is presented to the UPC by the end of the spring semester. The final step in the process involves assessment by the UPC and the unit managers of the process

itself and the progress that each unit is making toward achieving institutional goals.

USCS's Chief Operating Officer submits a detailed annual budget through the USC system to the USC Board of Trustees for approval. Final control of the allocation of the budgetary funds rests with USCS's Chief Operating Officer subject to normal budget restrictions. Decisions about budgeting priorities are controlled internally by USCS's budgeting process and are not dictated by external agencies. Budgets are developed through this process where requests originate from departments and are coordinated at each higher level until the final budget is approved by the University Planning Committee consisting of faculty, staff, student and administrative representatives. Any member of the USCS community is invited to attend UPC meetings. The Chief Financial Officer issues monthly reports, updates, and revisions as necessary.

After going through the planning process for one cycle, the Cabinet members, academic deans, and unit budget managers were asked for their opinions concerning the process. Several issues surfaced.

First, while discussing the budgeting process it became clear that USCS is "budgeting on the edge of risk." In order to meet the goal of growth and providing services to the metropolitan area of the Upstate, USCS strives to introduce new programs as pressing needs arise and has done so for the past five years. Because funding from the state is so low (65.85% of the "mission resources requirement" determined by the South Carolina Commission on Higher Education as compared with 77.57% average for comparable teaching universities in the state), the means for achieving new monies for these projects is to aggressively pursue enrollment growth to attract new tuition dollars. However, as academic programs are already stretched very thin (due to past growth and under-funding) this philosophy puts an increasing strain on not only the academic programs but also on all the areas of the university that support the academic programs. This cumulative effect is pushing the university

into the position where it cannot simultaneously meet all the needs at once. The university must continue to pursue a planned philosophy of growth management that clearly identifies the parameters to be used in deciding budget priorities.

A second related issue concerns associated costs when a new initiative or request is approved. For example, the UPC approved funding for a new computer lab and for the purchase of the new computers without knowledge of the inadequacy of the power supply. Providing expanded electrical service to the area was a major expense and caused other projects to be delayed. Similarly, academic initiatives are often approved and started without full cost implications being clearly understood. Associated costs may not be fully calculated by the budget manager or the Business Affairs office. Consequently, more initiatives are launched than can be fully funded, and the excess costs may not come back with as high a priority as other new initiatives have. This unofficially forces a budget reallocation and creates problems especially for the areas that support the academic mission.

A third related issue concerns the lack of a clear plan that factors in the cumulative effect of freshmen enrollment growth. For example, in July of 1998 a division's base budget for part-time instructors (at $1000 per course) might be $10,000. However in August 1998, freshmen enrollment has grown by 5% over 1997 enrollments. This division adds courses to the schedule to provide class seats for the additional freshmen and "has to hire" 2 additional part-time instructors to teach the classes. That division will be $2000 "over" in the part-time budget line for 1998. Although the process allows that "deficit" to be covered for 1998, adjustments are not automatically made to the base budget for 1999. Increases to that line item must go through the same process as all other budget requests and may not receive a high priority rating. The problem is compounded in some areas such as nursing because enrollment growths the first year commit the institution to part-time hires in the second year to

accommodate clinical requirements. The current budgeting process does not have a mechanism automatically to adjust budgets effected by growth.

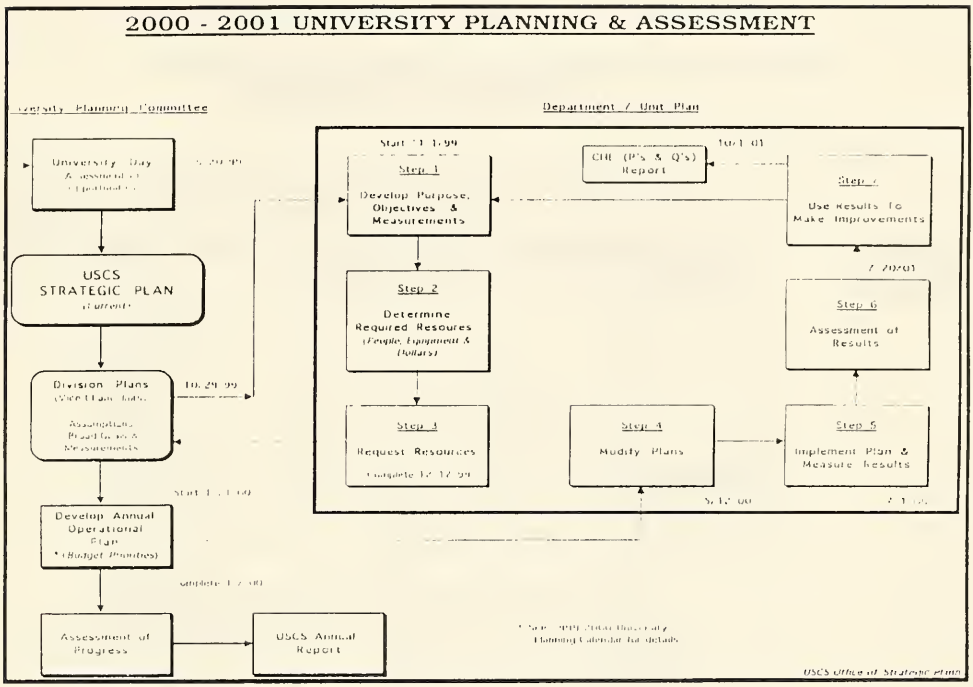
A fourth issue concerns the structure of the planning process within the academic area. The College of Arts and Sciences identified both a representation and a filtering problem. Each of the four deans presents his or her priority ordering to the Executive Vice Chancellor. The dean of the College represents more faculty (100) and major programs (17) than do the deans of the professional schools. Business Administration has 16 faculty and only 1 degree program with 7 concentrations, Education has 14 faculty, 5 undergraduate majors (early childhood, elementary, secondary [8 areas], physical education [2 concentrations] and special education) and 2 masters programs (early childhood and elementary), and Nursing has 21 faculty and 3 majors. In addition, several of the four divisions have more faculty and/or programs than the professional schools—Fine Arts, Languages and Literature (32 faculty, 4 majors), Mathematics and Computer Science (19 faculty, 4 majors), Natural Sciences and Engineering (19 faculty, 2 majors), and Social and Behavioral Science (30 faculty, 5 majors). The filtering problem occurs because requests from the College go through an extra layer of combining and reprioritizing than do requests from some professional schools. Specifically, division chairs put their priority ordering of budget requests together for their unit, and then they present their priority orderings at a meeting with the dean, A new College list is generated that combines the requests from the four different divisions. This combined list is presented to the Executive Vice Chancellor. This structural organization presents difficulties for two reasons. One, it is hard for one person to adequately represent so many different major programs, faculty, and needs when advocating funding priorities for the college, especially compared to the professional schools. Two, when there is an extra layer to go through, it is difficult to provide adequate feedback as to what are the priorities in the College, why certain budget requests "did not

make it" to a final academic request, and how the unit plans should be modified.

A fifth issue concerns the final step in the planning process—feedback. Once the budget has been prioritized and debated, circumstances can alter, and new items may appear. Also, the Chancellor may change the ordering recommended by the UPC. Budget managers sometimes do not understand why their priority items are not in the final package or why they have a lower priority than expected, and they want more clarification.

A final issue concerns the introduction of a mechanism to plan for budget contingency management. This is essential whether the contingency concerns money for a crisis or unexpected expense (e.g., money for more part-time faculty or for equipment repairs) or money for an unexpected opportunity or innovation (e.g., money to start offering courses toward an education degree during the day at the University Center in Greenville). Given its inadequate funding, USCS is forced to be creative and at times aggressive in mounting new programs so that opportunities are not missed. This still can be planned and budgeted for, but it may require additional responses throughout the budgeting chain.

The planning process is graphically represented below:


2000 - 2001 UNIVERSITY PLANNING & ASSESSMENT
Department / Unit Plan
University Day
USCS STRATEGIC PLAN
Division Plans
Develop Annual Operational Plan
Assessment of Progress
USCS Annual Report
Step 1
Develop Purpose, Objectives & Measurements
Step 2
Determine Required Resoures
Step 3
Request Resources
Step 4
Modify Plans
Step 5
Implement Plan & Measure Results
Step 6
Assessment of Results
Use Results To Make Improvements
CHE (P's & Q's) Report
USCS Office of Strategic Plan

CRITERION VI.4

# *Physical Resources*

*Physical Inventory*

The USCS campus currently consists of 17 buildings with 575,578 gross square feet of space; 69.9% is net assignable space. There are 425,938 total educational and general gross square feet.

| | Total Square Feet | E&G | Percentage |
|---|---|---|---|
| **Gross** | 575,578 | 425,938 | 74.0% |
| **Net Assignable** | 402,549 | 294,070 | 73.1% |
| **Percentage** | 69.9% | 69.4% | |

Seven buildings house University classes: Administration Building, Hodge Center, Horace C. Smith Building, Library Building, Media Building, Mary Black School of Nursing, and Humanities & Performing Arts Building. For fall 1999 there are 51 classrooms and 19 laboratories used for scheduled classes. For spring 2000, with the reopening of Hodge Center, five additional classrooms and one additional laboratory are available. The net gain from fall 1999 to spring 2000 for classrooms is 5,145 square feet and for laboratories is 2,576 square feet. When classroom and laboratory space in Hodge Center before renovations is factored in, there is a total net gain of 4,270 square feet for classrooms and laboratories.

Enrollment and academic offerings have grown steadily, as have facilities. From 1969 to 1972, the University operated on 43,110 square feet. By 1991, the University had 416,585 square feet of space. Space growth continued with an increase of 158,993 square feet by 1998, for a total of 575,578 square feet. Classroom space has increased 26% from 28,000 square feet at the last self-study.

Besides classroom and laboratory space, the University has 7 additional use categories for buildings: office, study, special use, general use, support facilities, health care, and residential facilities.

**Use Categories for Buildings** (Net Assignable Square Feet)*
Fall 1999

| *Use* | *Square Feet* | % of Total Assignable |
|---|---|---|
| Classroom | 39,005 | 9.69% |
| Laboratory | 36,555 | 9.08% |
| Office | 79,651 | 19.79% |
| Study | 29,451 | 7.32% |
| Special Use | 31,904 | 7.93% |
| General Use | 68,970 | 17.13% |
| Support Facilities | 26,306 | 6.53% |
| Health Care | 1,476 | 0.37% |
| **TOTAL E&G** | **313,318** | **77.83%** |
| Residential Facilities | 78,500 | 19.50% |
| Unclassified | 10,731 | 2.67% |
| **Total Net Assignable** | **402,549** | **100.00%** |

*Physical Resources Book

While space and facilities have grown, they have not kept up with enrollment and program growth. Physical resources are only minimally adequate to meet the basic needs of academic programs. A survey conducted for this self-study indicates that faculty and staff are generally satisfied with space and equipment--a mean of 3.0 or higher indicates satisfaction. However, faculty and staff do not find laboratory and lounge area space to be satisfactory.

**On-Campus Space**

Faculty/Staff Survey Results

| | N | Min. | Max. | Mean | Std. Deviation |
|---|---|---|---|---|---|
| Laboratory Space | 179 | 1.00 | 5.00 | 2.8492 | .9626 |
| Lounge Areas Space | 190 | 1.00 | 5.00 | 2.9316 | 1.2043 |
| Classrooms Space | 186 | 1.00 | 5.00 | 3.0054 | 1.1878 |
| Conference Rooms Space | 189 | 1.00 | 5.00 | 3.3122 | 1.1170 |
| Office Space | 193 | 1.00 | 5.00 | 3.3575 | 1.1866 |

The survey shows satisfaction with on-campus equipment for lounge areas, offices, and conference rooms. Faculty and staff do not find laboratory or classroom equipment to be satisfactory.

**On-Campus Equipment**

Faculty/Staff Survey Results

| | N | Min. | Max. | Mean | Std. Deviation |
|---|---|---|---|---|---|
| Laboratory Equipment | 176 | 1.00 | 5.00 | 2.8693 | .9258 |
| Classrooms Equipment | 183 | 1.00 | 5.00 | 2.9563 | 1.1944 |
| Lounge Areas Equipment | 184 | 1.00 | 5.00 | 3.0380 | 1.1422 |
| Office Equipment | 189 | 1.00 | 5.00 | 3.5132 | 1.0499 |
| Conference Rooms Equipment | 184 | 1.00 | 5.00 | 4.4620 | 1.0447 |

The survey further shows satisfaction with on-campus furniture for laboratories, offices, and conference rooms. Faculty and staff do not find lounge area or classroom furniture to be satisfactory.

**On-Campus Furniture**

Faculty/Staff Survey Results

| | N | Min. | Max. | Mean | Std. Deviation |
|---|---|---|---|---|---|
| Lounge Areas Furniture | 184 | 1.00 | 5.00 | 2.8913 | 1.2098 |
| Classrooms Furniture | 182 | 1.00 | 5.00 | 2.9890 | 1.2122 |
| Laboratories Furniture | 176 | 1.00 | 5.00 | 3.0455 | .8739 |
| Office Furniture | 189 | 1.00 | 5.00 | 3.3810 | 1.1359 |
| Conference Rooms Furniture | 184 | 1.00 | 5.00 | 3.5489 | 1.0284 |

Inadequate capital improvement bond funding also has contributed to the space and equipment problem. USCS is funded at the lowest level of the 9 teaching universities in South Carolina. To date, USCS has received 6.07% of the total appropriations to the teaching sector instead of the 8%+ we should receive based on the size of the institution determined by total enrollment. When compared to the average funding for the other 8 teaching universities, USCS is over 48% below in total accumulated funding through 1999, and the difference has increased over the past four bond bills:

| Year | Percent Below Average |
|---|---|
| 1986 | 22.1% |
| 1988 | 32.3% |
| 1991 | 37.1% |
| 1997 | 42.0% |
| 1999 | 48.3% |

USCS receives 61.04% of the Mission Resource Requirement (MRR), the lowest among all institutions in the state, regardless of sector. The next lowest institutions are Aiken--also part of the USC system--and Coastal Carolina University, which left the system six years ago.

In 1999, the USCS library has only 72.8% of the net assignable area called for by the ACRL "Standards for College Libraries." This is down from 74.7% in 1998 and 76.5% in 1997.

Among the teaching universities, USCS ranks near the bottom when reviewed on total general and educational square feet, as well as general and educational square feet per student. Growth in space has not kept pace with the growth in enrollment. Substantial inequities appear when analyzed by this method as well as with the same basic result for the USCS funding level. Having USC Columbia officials control and represent USCS needs has resulted in a conflict of interest for them and a consistent reduction in the priority of our requests.

Efforts have been made to expand the availability of existing classroom and laboratory space. The activity hour--when no classes are scheduled so student groups and committees could meet--for Tuesday and Thursday was eliminated. Classes also were scheduled to begin at 7:30 a.m. instead of 8:00 a.m.

For fall 1998, classrooms were used for instructional purposes an average of 33.29 hours each week, an average higher than any other teaching university in the state. The average number of hours laboratories were used for instructional purposes each week was 13.86. The average percent of student stations occupied when classrooms were in use was 47.27%. The average percent of student stations occupied when laboratories were in use was 75.59%. While station utilization implies that existing facilities could accommodate expansion, sound educational practices in class size suggest that the average weekly room hours are a better measure of space utilization.

The University is currently undertaking an 18-month-long Classroom Renovation Project. The specific work objectives of the Project are to remodel classrooms as required, refurbish them (adequate lighting, paint and other necessary restoration), refurnish them (new or

matching, attractive and comfortable desks, tables or side-arm chairs), and equip them with appropriate instructional technology.

Architects developed a comprehensive master plan for the USCS campus in 1990. The plan is designed to guide incremental growth with adequate flexibility to respond to the changing program needs and opportunities of the University. Existing facilities and recommendations for future capital improvements are presented in strategically defined categories, like academic growth, institutional support and public service, housing, recreation and open space, pedestrian networks, transportation and parking, and utilities.

The Master Plan was updated in 1997 to reflect a more realistic goal for new buildings and enrollment trends, and to meet the projected program growth under the mission and vision of a metropolitan university. Revisions will be made to reflect the accomplishments and opportunities that continue to develop.

Planned facilities will increase classroom, laboratory, office, and conference room space. The centerpiece of the University's updated master plan is the Information Resources Complex (IRC). It will include a digital library and business information technology centers. It will house an interactive conference center, a virtual reality center, network center, a software center, and a production/presentation center. $6,000,000 has been allocated for the architectural design of the building and for initial construction work. Other planned facilities that will increase classroom and laboratory space are the School of Business Building, the Readiness and University Center, an addition to the Mary Black School of Nursing, renovation of the Library Building, and an addition to the Horace C. Smith Building. An Athletic Complex, Field House, and a Wellness and Fitness Center are also planned, which will create more academic space when the Athletic and Recreational Space is moved from the Hodge Center. An Operations Services Complex is also planned.

The addition of new buildings, the renovation of old buildings, and other improvements planned for the USCS campus are essential to provide adequate resources for continued growth in enrollments and academic programs. In recent years, USCS has requested approval from Columbia to plan the IRC, to acquire additional campus housing, and to build a Wellness Center. Columbia denied these requests. Now, campus resources are minimally adequate, but that will not be true if we continue to grow. The University has accomplished much with available resources, but infrastructure must keep pace with institutional growth for us to enjoy long-term success.

*Safety*

To reduce hazards, the University has a Director of Risk Management and a police officer certified as a State Fire Marshall. The University employs 9 full-time certified police officers and two part time officers and was able to secure federal funding for an additional officer through the Department of Justice Community Oriented Policing Services (COPS) Program. Under South Carolina State law, police officers must receive forty hours of training each three-year cycle. The University Police Department averages approximately 72 hours of training per year for each of its nine full time officers.

Video cameras have been placed strategically around campus to assist officers with monitoring the area: additional lighting has been installed around all residential housing and emergency call boxes have been added to assist University Police with maintaining a secure environment. The University also publishes a Safewatch brochure and maintains compliance with all regulations under the federal mandated "Campus Security Act".

Faculty and staff are very satisfied with campus safety. The survey shows satisfaction with University Police services, locks and lighting. A mean of 3.0 or higher indicates satisfaction.

**Campus Safety: Police Services/Locks/lighting**
**Faculty/Staff Survey Results**

| | N | Min. | Max. | Mean | Std. Deviation |
|---|---|---|---|---|---|
| Police Escort Services | 191 | 1.00 | 5.00 | 3.6545 | .9096 |
| Campus Exterior Lighting | 192 | 1.00 | 5.00 | 3.6875 | 1.0665 |
| Door Locks | 193 | 1.00 | 5.00 | 3.7202 | 1.0280 |
| University Police Patrols | 192 | 1.00 | 5.00 | 3.7240 | .9106 |
| Campus Interior Lighting | 193 | 1.00 | 5.00 | 3.7927 | 1.0250 |

**Campus Safety/Rooms**
**Faculty/Staff Survey Results**

| | N | Min. | Max. | Mean | Std. Deviation |
|---|---|---|---|---|---|
| Laboratory Safety | 177 | 1.00 | 5.00 | 3.2768 | .7516 |
| Lounge Areas Safety | 184 | 1.00 | 5.00 | 3.4402 | .9844 |
| Classrooms Safety | 183 | 1.00 | 5.00 | 3.5738 | .9743 |
| Conference Rooms Safety | 184 | 1.00 | 5.00 | 3.7554 | .8030 |
| Office Safety | 188 | 1.00 | 5.00 | 3.7926 | .8863 |

Safety in particular areas on campus was also found very satisfactory to faculty and staff.

## *Conclusion*

The University of South Carolina Spartanburg has seen dramatic growth in the last ten years. Current fund revenue has more than doubled, and from 1994-1998 enrollment increased 8.1%, but USCS still receives 21.5% less in state appropriations than does the top school in the sector. Because our growth has led to tighter budgets, USCS has come to rely heavily on a detailed budget planning process that allows best use of meager resources.

While there has also been growth in space and facilities, it has not kept pace with enrollment and program growth, and our physical resources are only adequate to meet the basic needs of academic programs.

Affiliation with the University of South Carolina System has been a symbiotic relation for USCS. Intangibles like name recognition and tangibles like material assets supplied by the Columbia campus have built USCS quickly. USCS' location provided USC access to students along the I-85 corridor in the Upstate who might otherwise have attended another post-secondary institution. It is time, however, to acknowledge that a research institution like USC Columbia has little in common with a metropolitan teaching university like USCS.

USCS is a separately accredited institution, but it functions as a department of USC Columbia. Its administrative organization limits the Chancellor's opportunity to appear before legislative committees for USCS, to report budgetary needs directly to the Board, and to set policies appropriate to a metropolitan university.

*Proposals*

**Proposal:** *The Committee recommends that the University place high priority on increasing classroom and laboratory space, and on improving classroom and laboratory furniture and equipment for existing programs, the expansion of existing programs, and new programs.*

**Proposal:** *Priority should be given to necessary improvements, replacements and maintenance of climate control systems in order to enhance the learning environment.*

**Proposal:** *USCS must reevaluate its relationship with Columbia and redefine itself as the separately accredited institution it is.*

**Proposal:** *Create a process to evaluate and resolve USC system issues and conflicts like those referred to in the report presented by the Spartanburg County Commission on Higher Education to an Executive Committee of the USC Board of Trustees on December 16, 1999.*

**Proposal:** *USCS must aggressively seek increased state funding.*

**Proposal:** *USCS should continue to identify and pursue additional funding sources.*

**Proposal:** *A budget planning process that fully identifies needs should be developed, implemented, and continually assessed.*

**Proposal:** *Budget management training, assessment, and accountability should be implemented for all budget managers.*

**Proposal:** *A philosophy of growth management with an emphasis on growth as related to risk, flexibility, and the budget should be formulated.*

**Proposal:** *Financial planning should tie the plan for managed growth to the budget.*

**Proposal:** *A more detailed and effective assessment of the planning process should be developed and implemented through budget managers.*

**Proposal:** *New initiatives should each carry a budget that will be incorporated into the campus budget if the initiative is approved.*

**Proposal:** *The Academic Council should be restructured to give more even representation to the various academic units and remove the extra layer of filtering for the College of Arts and Sciences.*

**Proposal:** *A planning process that provides for effective dissemination of written feedback concerning the priority ordering of budget request items and an explanation for the chosen ordering needs to be established for*

*every step of the process from the requests by unit managers to the final budget by the Chancellor.*

**Proposal:** *A contingency fund to be used for both crisis management and unexpected innovation opportunities and guidelines for allocating money from it should be established.*

# Criteria Audit Report: Financial Resources

**Criterion VI.3.01.01:** *Because the financial resources of an institution influence the quality of its educational program, each institution must possess sufficient financial resources to support all its programs.*

**Status: Met**

The University funds all its programs at adequate levels or better. USCS should improve in this area, but its fiscal productivity and efficiency are comparable or superior to those of other state institutions reporting financial information to the South Carolina Commission on Higher Education.

**Documentation:** Report of Revenue, Expenditure and Fund Balances Unrestricted Funds from 1990-1991 through 1997-1998; 1998-1999 Revenue and Expenditure Projection-Unrestricted Funds; Financial Report 1998; USCS Budget Document, FY 1999; CHE Performance Funding Report '98-'99; Comparison of Space with Other South Carolina Teaching Universities; SC Higher Education Statistical Abstract, 20th Edition; 10 Year E&G Revenues and Expenditures; School of Education Self-Study Report for NCATE Accreditation; School of Nursing Self-Study Reports (BSN and ADN) for Accreditation; School of Business Self-Study Report for Accreditation

**Criterion VI.3.01.02:** The *recent financial history of the institution must also demonstrate the financial stability essential to its successful operation.*

**Status: Met**

USCS revenues have exceeded operating expenses, and the institution lives within its means, not borrowing funds to operate. Both

student fees and state appropriations have increased over the past several years. This growth is evidence that University finances have been stable and continue to be so. One of the 10 defining strategies in the University's Quality Reinvestment Plan is "Expanding Resource Base," so USCS acknowledges the need to grow to enhance financial stability.

**Documentation:** Report of Revenue, Expenditure and Fund Balances Unrestricted Funds from 1990-1991 through 1997-1998; 1998-1999 Revenue and Expenditure Projection-Unrestricted Funds; Financial Report 1998; USCS Budget Document, FY 1999; CHE Performance Funding Report '98-'99; Comparison of Space with Other South Carolina Teaching Universities; SC Higher Education Statistical Abstract, 20th Edition; 10 Year E&G Revenues and Expenditures; School of Education Self-Study Report for NCATE Accreditation; School of Nursing Self-Study Reports (BSN and ADN) for Accreditation; School of Business Self-Study Report for Accreditation

**Criterion VI.3.02.01:** *The organization of the business office must be consistent with the purpose of the institution, the size of the institution, and the volume of transactions of a business or financial nature.*

**Status: Met**

The Associate Chancellor for Business Affairs, who is the Chief Financial Officer, assists the CEO with preparation and control of the institutional budget; establishment and operation of an appropriate system of accounting and financial reporting; supervision of the operation and maintenance of the physical plant; procurement of supplies and equipment; control of inventories; financial oversight of auxiliary enterprises; and receipt, custody and disbursement of institutional funds.

The CFO does not have maintenance of personnel records and administration of personnel policies governing the staff; the Human Resources Director reports directly to the CEO.

The Business Office, which is a division of Business Affairs, handles its workload in a timely manner, and lines of students are almost non-existent, except when deferred payments are made.

**Documentation:** Business Affairs Notebook, which includes a Business Affairs Organizational Chart and List of Duties; USC Policies and Procedures Index, which includes the following Business and Finance Policies: BUSF 2.12 Accounts Payable, BUSF 4.00 Academic Fees and Expenses, BUSF 4.06 Refund of Academic Fees; Internal Audit Report

**Criterion VI.3.02.02:** *The chief executive officer must report regularly to the governing board on the financial and business operations of the institution.*

**Status: Met**

Financial and Business operations of USCS are reported to the Board directly by the CEO (Stockwell) or through a committee structure whereby information is provided to USC Columbia staff, who in turn report USCS activity as part of a system-wide report (covering all campuses).

**Documentation:** Selected Minutes of the Meetings of the USC Board of Trustees; USC Budget Document, Fiscal Year 1999; Internal Audit Report #9704

**Criterion VI.3.03.01:** *An institution must prepare an appropriately detailed annual budget.*

**Status: Met**

The Office of Business Affairs prepares the USCS annual operating budget which includes a detailed plan for revenues and expenditures in the areas of Revenue and Expenditure Projection--Unrestricted Funds, the USCS Scholarship Program, and Capital Projects. The Office of Business Affairs also uses the following historical summary data to develop these budgets: Report of Revenue, Expenditure and Fund

Balances—Unrestricted Funds from 1990-1991 through 1997-1998, Appropriated Funds Revenue and Expenditure Changes 1995-1996 through 1998-1999, and Financial Report 1998. Finally, the annual budget for USCS is included in the USC Budget Document Fiscal Year 1999 which is submitted to the USC Board of Trustees for final approval.

**Documentation:** Financial Resources Book 1999-2000; Physical Resources Book 1999-2000; Financial Report 1998; USC Budget Document Fiscal Year 1999

**Criterion VI.3.03.02:** *Its preparation and execution must be preceded by sound educational planning.*

**Status: Met**

The institution has educational planning integrated into the annual budgeting process. The Quality Reinvestment Committee (QRC) was established in 1994 as a planning body for the institution. Based on QRC guidance, USCS adopted its current Metropolitan Mission which defines the overriding educational goals for the institution. With the Metropolitan Mission as a guiding force, numerous taskforce research groups made recommendations that were translated into yearly QRC Planning Documents and were used to establish the Quality Reinvestment Plan, 1995-2000. These documents are used to guide resource allocations. Budget requests are justified by QRC plans. The Annual Budget Development Concepts illustrates this process. In the summer of 1999, the University Planning Committee (UPC) replaced the QRC, the educational goals were simplified into 4 categories, and unit plans are being developed to more closely tie budgeting to educational goals.

The instructional budget is developed by the Deans with input from the division chairs (unit managers). The business office sends the Budget Request Form (which includes the base budget from the previous year, with salaries annualized) to each unit manager to submit requests for new initiatives. These initiatives are justified by QRC plans and mission

and goals for each school or the college. The Academic Council recommends the priority ordering for the funding of new initiatives and summarizes these on the Consolidation Forms by Cabinet Area for the instructional budget. The other budget areas (for the other areas represented in the Chancellor's Cabinet; e.g. Business Affairs) are developed in a manner similar to the instructional budget. The budget process is illustrated in the USCS Budget Development Notebook. Final priority ordering is recommended by the Chancellor's Cabinet to the Chancellor. The Chancellor's final order is presented to the Chancellor's Cabinet, the QRC, and the Faculty.

**Documentation:** QRC Planning Documents 1996 and 1997; University Planning Committee Workbook 1999-2000; Financial Resources Book 1999-2000; Quality Reinvestment Plan 1995-2000; USCS Catalog 2000-2001

**Criterion VI.3.03.03:** *Procedures for budget planning must be evaluated regularly.*

**Status: Met**

In 1995-1996, the newly established Quality Reinvestment Committee (currently known as the University Planning Committee, UPC) asked the Offices of Business Affairs and Continuous Improvement to revise the budgeting process. These two offices reviewed and evaluated the previous process and recommended a new budgeting procedure that included: 1) a link between the planning process and the allocation of financial resources, 2) responsibility assignments so that managers could use budgeted allocations to accomplish institutionally defined objectives, 3) a well-defined process that was efficient and provided for unit level requests, 4) a feedback loop that allowed opportunities for review by area managers, the Chancellor's Cabinet and planning committees, and 5) a plan that lead to a balanced budget to begin each fiscal year.

In an assessment of the process during the fall of 1997, it was determined that institutional planning needed to address the newly created performance funding indicators and process implemented by the S. C. Commission on Higher Education. The Chancellor approved a revised process to add that component to the process. This process was used for 1999-2000 (reflected in a framework letter dated January 25, 1999).

In June 1999, in a Chancellor's Cabinet retreat, the planning and budgeting processes were again re-examined. The major improvements included: 1) development of unit plans with budget requests more linked to the goals in the University's strategic plan; 2) adjustments in the planning calendar with the focus on planning during the fall and compiling data, prioritizing requests, and fitting initiatives to available resources in the Spring; 3) assessment by the UPC and unit managers with regard to the process itself and the effective use of the results of the process (or current progress) in achieving institutional goals.

For the first three years that the budgeting process was evaluated, the Chancellor and the Cabinet evaluated it and substantial revisions were made. Based on responses discussed during the Cabinet retreat, the proposed budget evaluation process includes an assessment by the unit managers and the UPC. Revisions will be made to the process as required, based on their assessments.

**Documentation:** Financial Resources Book 1999-2000; Quality Reinvestment plan 1999-2000, QRC Planning Document-1996, Selected Chancellor's Cabinet Agendas indicating budget Discussions-April 1998-June 1999, Chancellor's Cabinet Retreat June, 1999-Agenda, UPC Workbook 1999-2000.

**Criterion VI.3.03.04:** *The budget is presented by the chief executive officer through proper channels to the governing board for final approval.*
**Status: Met**

The USCS budget is presented by the Chancellor to the President to be included in the USC Budget Document which is approved by the Board of Trustees.

**Documentation:** USC Budget Document Fiscal Year 1999

**Criterion VI.3.04.01:** *After the budget has been approved by the chief executive officer and adopted by the governing board, a system of control must be established.*

**Status: Met**

The Chancellor manages the budget based on allocations to the Chancellor's Cabinet members. Budget managers are responsible for budget control of their individual areas. Based on the organizational structure, there is a person responsible for each individual fund account.

**Documentation:** Financial Resources Book 1999-2000; USC Budget Document Fiscal Year 1999; Budget Managers

**Criterion VI.3.04.02:** *The business officer must render interim budget statements on a periodic basis to department heads for their guidance in staying within budgetary allocations.*

**Status: Met**

Detailed budget information is entered into a mainframe computerized budget information management system. Monthly reports (referred to as Level 1 Reports) showing budget expenditures to date and balances are produced and distributed to department head or unit managers.

**Documentation:** Level 1 Reports

**Criterion VI.3.04.03:** *Budgetary control is an administrative function, not a board function.*

**Status: Met**

The Board of Trustees approves the overall budget. The Chancellor has the authority to control the actual budget expenditures.
**Documentation:** Financial Resources Book 1999-2000; Physical Resources Book 1999-2000; USC Budget Document Fiscal Year 1999

**Criterion VI.3.04.04:** *Necessary budget revisions must be made when actual conditions require such change and must be communicated to those affected within the institution.*
**Status: Met**

The Budget Officer meets regularly throughout the year with unit budget managers to monitor budgets and help in revisions. In addition, the Budget Officer produces special budget reports (e.g., midyear report of unrestricted accounts) for review by the Chancellor's Cabinet so that necessary budget revisions can be coordinated at this level. Cabinet members communicate any budget revisions to the unit managers/department heads reporting to them. There are three types of budget revisions: automatic changes originated by the HR Department (e.g. aggregate fringe benefit adjustments communicated directly to unit managers), changes requested by the unit managers due to changing circumstances, and changes due to changes in funding coming to the institution. Most of the budget revisions are requested by the unit managers or the Cabinet level managers and are processed through the budget office for a monthly budget update.
**Documentation:** Summary Level 1 Reports

**Criterion VI.3.05.01:** *Once funds have been appropriated, creating a budget, establishing priorities, and controlling expenditures become the responsibility of the institution--operating under the jurisdiction of the governing board and subject to its policies.*
**Status: Met**

The state appropriations establish a level of funding for all higher education institutions. CHE has allocation responsibility based on the Mission Resource Requirement Funding Model and appropriates funds for each institution. These allocated funds are then budgeted at the institution's discretion and priorities with one restriction. State appropriated funds for base pay salaries and merit increases must be spent as appropriated.

**Documentation:** Financial Resources Book 1999-2000; USC Budget Document Fiscal Year 1999

**Criterion VI.3.05.02:** *Enforcement of budgetary law is imperative; however, the educational function of an institution must not be controlled through the use of budgetary techniques or controls by financial officials outside the institution.*

**Status: Met**

CHE appropriates funds using a three-step process. First, the Mission Resource Requirement is determined for each institution based on enrollment and previous funding level; second, an allocation methodology is followed to determine what portion of the Mission Resource Requirement is actually funded (depending on what percent the state legislature appropriates for higher education); third, the amount of funding for each institution is modified based on the extent to which each institution meets the CHE Performance Funding Indicators. These indicators are used by the state for allocating dollars to institutions. The Performance Funding Indicators are considered in the institution's budget planning process. However, the indicators do not govern the specific budget allocations and priorities for the institution. The institution has developed a strategic plan which lists long term objectives to be accomplished under 4 strategic goals. Yearly operational plans for budget allocations are developed from the strategic plan.

**Documentation:** Financial Resources Book 1999-2000; University Planning Workbook 1999-2000; Performance Indicator Notebook

**Criterion VI.3.06.01:** *An institution must adopt an accounting system that follows generally accepted principles of institutional accounting as they appear in College and University Business Administration, published by the National Association of College and University Business Officers.*

**Status: Met**

The USC Financial Report, 1998 indicates the institution adopts appropriate guidelines.

**Documentation:** USC Financial Report, 1998; NACUBO Guidelines Section 600 summary; selected pages of Advanced Accounting, 1998 (Hoyle, Schaefer & Doupnik)

**Criterion VI.3.06.02:** *Institutions exempted from use of the required accounting system must arrange to provide comparable information.*

Because USCS is not exempt from use of the required accounting system, this criterion does not apply.

**Criterion VI.3.06.03:** *All proprietary institutions must provide revenue/expenditure reports consistent with NACUBO/AICPA publications, either independently certified in the audit report or included as supplemental data in the audit report.*

Because USCS is not a proprietary institution, this criterion does not apply.

**Criterion VI.3.06.04:** *The chief business officer is responsible for preparing financial reports for appropriate institutional officials, board officers and outside agencies.*

**Status: Met**

The chief business officer, Vice Chancellor for Business Affairs is responsible for preparing financial reports for appropriate institutional officials, board officers and outside agencies.

**Documentation:** Position Description

**Criterion VI.3.06.05:** *Periodic written reports to the chief executive officer of the institution are essential.*

**Status: Met**

The Vice Chancellor for Business Affairs is the University's chief business officer. Periodically he provides written reports to the Chancellor, the University's chief executive officer.

**Documentation:** Selected Chancellor's Cabinet Agenda and management reports

**Criterion VI.3.06.06:** *An annual fiscal year audit must be made by independent certified public accountants, or an appropriate government auditing agency, employing as a guide for institutions under the jurisdiction of the Financial Accounting Standards Board (FASB), Audits of Not-For-Profit Organizations, published by the American Institute of Certified Public Accountants (AICPA), or, in the case of for-profit institutions, conducted in accordance with generally accepted accounting principles.*

**Status: Met**

The Office of the State Auditor completes an annual fiscal year audit.

**Documentation:** USC Financial Report, 1998

**Criterion VI.3.06.07:** *If an institution is subject to Statement of Financial Accounting Standard (SFAS) No. 117 and elects to use the single column "Corporate" Statement of Financial Position in its report, it must provide*

*an additional Statement of Financial position using one of the four highest levels of disaggregation illustrated in F.A.R.M.*

Because USCS is not subject to SFAS No. 117, which is applicable only to private not-for-profit organizations, this criterion does not apply.

**Criterion VI.3.06.08:** *The additional statement must be included either in the audit report as an audited supplemental schedule or independently certified if not included in the audit report.*

Because USCS is not subject to SFAS No. 117, which is applicable only to private not-for-profit organizations, this criterion does not apply.

**Criterion VI.3.06.09:** *A for-profit institution and its corporate parent, if any, must add to their audit report a separate schedule indicating the disposition of profits.*

This criterion is not applicable to USCS. We are not a for-profit institution.

**Criterion VI.3.06.10:** *A public institution included in a statewide or system-wide audited financial report... must have available, in lieu of audited financial statements, a Standard Review Report in accordance with AIPCA Professional Standards AR 100.35*

**Status: Met**

The University of South Carolina provides an annual financial report, which includes USC Spartanburg.

**Documentation:** USC Financial Report, 1998

**Criterion VI.3.06.10a:** *Institutions in this category must provide either a separate or a consolidated balance sheet.*

This criterion is not applicable to USCS, because we are part of a system-wide audited financial report.

**Documentation:** USC Financial Report, 1998

**Criterion VI.3.06.12:** *The auditors must not be directly connected with the institution either personally or professionally.*

**Status: Met**

This is required by generally accepted auditing standards, as described in the auditing transmission letter at the beginning of the independent auditor's report.

**Documentation:** USC Financial Report, 1998 (pp. 1-2)

**Criterion VI.3.06.13:** *A for-profit institution and its corporate parent, if any, must add to their audit report a separate schedule indicating the disposition of profits...*

This criterion is not applicable to USCS. We are not a for-profit institution.

**Criterion VI.3.06.14:** *An effective program of internal auditing and financial control must be maintained to complement the accounting system and the annual external audit.*

**Status: Met**

The external audit report and the internal audit report describe and demonstrate the effectiveness. The internal audit office has a purpose "to determine that USC-Spartanburg is operating in accordance with the policies and procedures of the university, to review the procedures and controls, and to test financial accountability." The periodic review by the internal audit office provides that control.

**Documentation:** USC Financial Report, 1998; USC Spartanburg Internal Audit Report #9704(and note pp.2-3)

**Criterion VI.3.06.15:** *...the institution must have an established procedure to ensure the effectiveness of internal controls.*

**Status: Met**

USC Spartanburg has established procedures to ensure the effectiveness of internal controls, including appropriate separation of functional responsibility; required authorization approval and record keeping; adequate staff; and periodic monitoring.

**Documentation:** USC Policies and Procedures Index (from USC Web Page); USC Financial Report 1998; USC Spartanburg Internal Audit Report #9704

**Criterion VI.3.07.01:** *An institution must maintain proper control over purchasing and inventory management.*

**Status: Met**

USCS operates purchasing and inventory activities according to published State and University of SC published policies and procedures that establish purchasing and inventory management guidelines. University and State audits insure and control compliance with the policies and procedures regarding purchasing and inventory. In addition, the USCS business office monitors procurement activities. Control of purchasing is maintained through appropriate signatures on purchase requisitions and purchasing cards are assigned to specific cardholders who undergo training on proper use. Inventory of equipment over $5000 is physically inventoried annually by managers and then reported to inventory control.

**Documentation:** USC Policies & Procedures (BUSF.7.0); Internal Audit Report (purchasing section); USC Purchasing Card Program Policies and Procedures; Equipment Inventory Report and Inventory Control Policy

**Criterion VI.3.08.01:** *The institution must adhere to a published policy and procedure for refunding fees and charges to students who withdraw from enrollment.*

**Status: Met**

Refund policies and procedures are posted each semester and are published in the USCS Catalog, course schedules, and on the USCS web site. Refund percentages are computed based on the schedule and date of student action (i.e. drop, withdrawal), by a computerized management information system. Financial Services verifies data and provides the actual process of refunding. These financial disbursements are subject to University and State audits that validate compliance with the procedure.
**Documentation:** USCS Catalog 2000-2001 (pp. 33-34); USCS web site; USCS Fall 1998/Spring 1999 Course Schedule; Internal Audit Report

**Criterion VI.3.08.01a:** *The policy and procedure must be in keeping with generally accepted refund practices in the higher education community, applicable to all students, and clearly stated in appropriate official publications.*

**Status: Met**

USCS adheres to a refund policy consistent with USC Columbia and other university campuses. USCS has implemented the Title IV Pro Rata Refund Policy as required by the Federal government.
**Documentation:** USCS 2000-2001 Catalog; USCS website

**Criterion VI.3.09.01:** *There must be a suitable organization and adequate procedures for the management of all funds belonging to the institution.*

**Status: Met**

All funds collected by USCS are managed as "State" funds and accounted for according to State and University procedures. USCS deposits all revenue into a State bank account and is controlled and managed at the State level.
**Documentation:** USC Policies & Procedures (BUSF.7.0); Banking and Reconciliation Procedures for State Bank Account

**Criterion VI.3.09.02:** *The cashiering function should be centralized in the business office, and there must be a carefully developed system for the receipt, deposit and safeguarding of institutional funds.*

**Status: Met**

All cashiering functions are centralized in the Office of Financial Services with a Director and a supervisor of Accounts Receivable who are responsible for all functions performed. Revenue collection (i.e., receipts, deposits, and safeguards) activities are performed in accordance with written procedures developed according to standard accounting practices. All cashiering functions are subject to internal audit.

**Documentation:** USCS Revenue Collection Procedures; Internal Audit Report

**Criterion VI.3.09.03:** *All persons handling institutional funds must be adequately bonded.*

**Status: Met**

Appropriate financial services staff are bonded

**Documentation:** Commercial Crime Policy - Bonding Insurance

**Criterion VI.3.10.01:** *The institution must have a written statement of its investment policies and guidelines approved by the board.*

USCS does not control investment of institutional dollars and therefore has no investment policies and guidelines. University funds are deposited with the State for control and investment purposes. USCS receives a return for deposits in endowments, auxiliary services, and capital accounts only.

**Criterion VI.3.10.03:** *They should avoid involvement in conflict of interest situations. Investment policies and guidelines must be evaluated regularly.*

USCS does not control investment of institutional dollars and therefore has no-investment policies and guidelines. University funds are deposited with the State for control and investment purposes. USCS receives a return for deposits in endowments, auxiliary services, and capital accounts only.

**Criterion VI.3.12.01:** *These activities, when operated by or for the institution, must be documented and operated in a fiscally responsible manner.*

**Status: Met**

USCS has 3 auxiliary enterprises. The bookstore has been in operation for many years and had a gross profit of 16.1% for 1998-1999. Dining services opened during fall semester 1995, accumulating a deficit from the first four years of start-up expense. A transfer of revenue from Special Events and the Bookstore eliminated the deficit. The Board of Trustees approved the transfer, and the plan to assess the situation and act as necessary. University Commons was purchased in May 1997, and became operational fall semester 1997. Although it incurred significant start-up expenses, University Commons is no longer operating at a deficit, and start-up debt is projected to be absorbed in the near future.

While the new auxiliary enterprises have not yet produced sufficient revenue to absorb start-up expenses, the surplus revenue from the bookstore has been sufficient to offset those deficits, thus allowing auxiliary enterprises as a whole to be self-supporting.

**Documentation:** Financial Resources Book 1999; Dining Services Assessment Summary – March 1999; Internal Audit Report #9704 (June 30, 1996); Memos RE: Dining Services Financial Operations dated June 23, 1999 & September 3, 1999

**Criterion VI.4.01:** *Physical resources, including buildings and equipment both on and off campus, must be adequate to serve the needs of the institution in relation to its stated purpose, programs and activities.*

**Status: Met**

Physical resources are minimally adequate to meet the basic needs of the academic programs. While we can demonstrate our accomplishments with available resources, many needs have been identified and addressed in the Master Plan 1997 Update. Additional space for academic programs is addressed with plans for renovation of the Hodge Center, expansion of science labs for the Horace C. Smith Building, the addition of several new buildings to house academic programs, a new Information Resources Complex, expansion of academic space in what is currently the Library, expansion of the Mary Black School of Nursing Building, and renovation of the Media Building. The Master Plan Update 1997 also calls for additional Athletic Fields, a Support Services Facility, a Field House, Athletics Service Center, expansion of the Campus Life Center, and a new Child Development Center. Classroom modernization is currently underway.

**Documentation:** Physical Resources Book 1999; Equipment Inventory Report and Inventory Control Policy; Space Report

**Criterion VI.4.1.01:** *Space allocated to any institutional function must be adequate for the effective conduct of that function.*

**Status: Met**

Space allocation for institutional functions is minimally adequate for the effective conduct of University functions. While we can demonstrate our accomplishments with available resources, the Master Plan Update 1997 identifies the need for additional space and plans additional square footage.

**Documentation:** Physical Resources Book 1999

**Criterion VI.4.2.01:** *An institution must have a plan for the upkeep of its property.*

**Status: Met**

A listing of backlog, deferred maintenance, etc. is kept. A 5-year rolling plan to address these items exists. A computerized work management, preventive maintenance and key management system is underway. Presently Facilities Management operates under a manual work request system for notification and management of maintenance and reports of equipment and facilities. USCS operates under the area of Facilities Management to maintain grounds and facilities. A portion of student tuition and fee payments is allocated to a Renovation Reserve fund for capital items, to include deferred maintenance, general renovations, and facility improvements.

**Documentation:** Capital Projects (September 1998); Schedules of Preventive Maintenance Service and Facilities; Maintenance Activities; List of Facilities Maintenance Contracts; Deferred Maintenance Plan

**Criterion VI.4.2.02:** *At a minimum, the plan must address routine, preventative and deferred maintenance of buildings, equipment and grounds.*

**Status: Met**

On an annual basis, the director of Facilities Management outlines projects to be completed within the next fiscal year. These are indicated in the Capital Projects budget or addressed with the annual operating budget allocation.

**Documentation:** Capital Projects (September 1998); Schedules for Preventative Maintenance Services; Facilities Maintenance Activities

**Criterion VI.4.2.03:** *The plan must be operational and evaluated annually.*

**Status: Met**

Director of Facilities management reviews the plan on an annual basis. Capital Plan and progress on Master Plan improvement are annually reviewed.

**Documentation:** Capital Projects (September 1998); Schedules for Preventive Maintenance Services; Facilities Maintenance Activities

**Criterion VI.4.3.01:** *The institution must take reasonable steps to provide a healthful, safe and secure environment for all members of the campus community.*

**Status: Met**

The university employs a Director of Risk Management. The director is responsible for health and safety programs, university compliance with federal, state, and local safety regulations and maintains insurance on university facilities.

The university has a certified police department that patrols the campus 7 days a week, 24 hours a day. All officers are certified by the South Carolina Criminal Justice Academy in accordance with South Carolina State laws. The police department complies with all requirements as mandated by the federal Campus Security Act.

**Documentation:** USCS Safety Guide; 1998 University Police Annual Report; 1998/1999 Safewatch Brochure; Sexual Assault Task Force Recommendations; Implementation Updates on Sexual Assault Task Force Recommendations; Risk Management Guidelines (1998-99)

**Criterion VI.4.3.02:** *Administrative responsibility for environmental health and safety programs must be assigned.*

**Status: Met**

The university has a Risk Manager, who in turn works in conjunction with the Risk Manager from USC Columbia to assure health and safety programs are in place.

**Documentation:** USCS Safety Program Guide; University Safety Guide letter

**Criterion VI.4.3.03:** *A comprehensive safety plan must be developed, implemented and evaluated regularly.*

**Status: Met**

The USCS Safety committee meets on a regular basis to determine if current procedures are adequate. Plan is evaluated and updated regularly.

**Documentation:** USC/USCS Safety Program Guide, page 1.

**Criterion VI.4.4.01:** *The institution must maintain a current written physical facilities master plan that provides for an orderly development of the institution and relates it to other institutional planning efforts.*

**Status: Met**

Master plan developed in 1990. Revised in 1998. With our rapid development, further revision is underway as programming of projects is undertaken.

**Documentation:** USCS Campus Master Plan by LS3P, 1990; USCS Campus Master Plan Update, October 1997

# Appendix
# Recommendations, Suggestions, Proposals

***Recommendations:***

1. The Committee recommends that this policy giving the USC Graduate Council oversight of USCS graduate programs be examined to determine if it should be changed. See pages 100, 184.

2. The USCS Athletics Policy Manual should show clearly the relationship between the University of South Carolina Spartanburg and the main campus. See pages 348, 352.

3. The conversion of part-time teaching positions to full-time faculty positions should be continued through the implementation of the Part-time Faculty Action Plan. See pages 224, 255.

4. The Committee recommends that the library have additional space so that it can meet the ACRL standards and address the demands on its resources. See pages 278, 301.

5. The Committee recommends that all electronic journals be included in the USCS Library catalog. See pages 278, 302.

6. The Committee recommends that more library support staff be hired. See pages 281, 305.

7. The Committee recommends that all computer-supported labs, particularly the Writing and Language Laboratories, need current discipline appropriate software and hardware as well as Internet access. See pages 284, 308.

8. The Committee recommends that instructional support facilities, most particularly labs for psychology, biology, and languages need to be improved in terms of space, equipment, support staff, and software. See pages 285, 308.

9. USCS, in its relation with USC Columbia, should have an administrative organization that works in practice according to the policies and procedures specified in the Bylaws of the Board of Trustees. See pages 362, 368.

10. USCS must have the administrative responsibility and authority for all its educational offerings and functions. See pages 362, 369.

11. USCS must have institutional control over the administration of research projects. See pages 362, 373.

12. USCS must have the administrative control over its research and instruction. See pages 362, 375.

13. USCS must safeguard control over its own activities. See pages 362, 376.

*Suggestions:*

1. While USCS follows the Columbia policies for graduate programs and has the USCS Graduate Committee, the nature of the relationship between the USCS Graduate Committee and the USC Graduate Council should be clarified. See pages 219, 253.

2. The Committee suggests that the University collect empirical documentation concerning faculty (including librarians) workload issues. See pages 232, 270.

***Proposals:***

1. USCS should provide more resources for planning and evaluation. See page 82.

2. USCS should provide training in planning and evaluation for those who carry responsibility for planning and evaluation. See page 82.

3. The Vice Chancellor for Information Systems should seek avenues for increased, user-friendly access to the USC mainframe system that will allow for verification of reported data. See page 82.

4. The distribution of courses available to students in the evening should be continually monitored to make sure that the opportunities for advancement in a degree program occur in a timely manner. See page 96.

5. The academic units should monitor the implementation of their plans to ensure that the number of advisees actually assigned to faculty is reasonable in every school and division at USCS. See page 99.

6. The policy allowing graduate students conditionally admitted to take up to 12 hours without being fully admitted should be more clearly described in the USCS Catalog. See page 102.

7. Minority enrollment by graduate degree seeking graduate students has been very low and should be improved. See page 103.

8. Procedures should be implemented to ensure the integrity of web documents as the use of this medium grows. See page 105.

9. The Committee proposes that USCS consider implementing its own separate student information system that is more responsive to our specific mission and needs. See page 116.

10. The Committee proposes that the University consider ways to reduce the faculty workload. See page 134.

11. The Committee proposes that the University develops and implements a plan to eliminate classroom and lab deficiencies and shortages as soon as possible. See page 135.

12. Because of rapid growth in USCS enrollment, the committee proposes that the administration should continue to implement the Part-time Faculty Action Plan to continue to ensure a faculty of adequate size. See pages 230, 270.

13. The Committee suggests that ways be sought to ease congestion in the library computer lab. See page 280.

14. The Committee suggests that security measures for administrative systems that are used jointly in the USC System need to be determined collaboratively. See page 288.

15. The University should continue its efforts to secure more on-campus housing for the increasing number of students who wish to be residential rather than commuting students. See page 330.

16. The Committee recommends that the University place high priority on increasing classroom and laboratory space, and on improving classroom and laboratory furniture and equipment for existing programs, the expansion of existing programs, and new programs. See page 396.

17. Priority should be given to necessary improvements, replacements and maintenance of climate control systems in order to enhance the learning environment. See page 396.

18. USCS must reevaluate its relationship with Columbia and redefine itself as the separately accredited institution it is. See page 396.

19. Create a process to evaluate and resolve USC system issues and conflicts like those referred to in the report presented by the Spartanburg County Commission on Higher Education to an Executive Committee of the USC Board of Trustees on December 16, 1999. See page 396.

20. USCS must aggressively seek increased state funding. See page 397.

21. USCS should continue to identify and pursue additional funding sources. See page 397.

22. A budget planning process that fully identifies needs should be developed, implemented, and continually assessed. See page 397.

23. Budget management training, assessment, and accountability should be implemented for all budget managers. See page 397.

24. A philosophy of growth management with an emphasis on growth as related to risk, flexibility, and the budget should be formulated. See page 397.

25. Financial planning should tie the plan for managed growth to the budget. See page 397.

26. A more detailed and effective assessment of the planning process should be developed and implemented through budget managers. See page 397.

27. New initiatives should each carry a budget that will be incorporated into the campus budget if the initiative is approved. See page 397.

28. The Academic Council should be restructured to give more even representation to the various academic units and remove the extra layer of filtering for the College of Arts and Sciences. See page 397.

29. A planning process that provides for effective dissemination of written feedback concerning the priority ordering of budget request items and an explanation for the chosen ordering needs to be established for every step of the process from the requests by unit managers to the final budget by the Chancellor. See page 397.

30. A contingency fund to be used for both crisis management and unexpected innovation opportunities and guidelines for allocating money from it should be established. See page 398.